

Student Name _____

Teacher Name _____

School _____

System _____



TENNESSEE

Tennessee Comprehensive Assessment Program
Achievement Test ~ Grade 5
Item Sampler
Version B



Table of Contents

Introduction	3
What is the TCAP Achievement Test?	3
What are the questions testing?	3
Who will be tested?	3
How long will the tests take?	3
How do I use the sample questions?	3
How will the tests be scored?	4
May calculators be used?	4
Which test accommodations may be used?	4
Here are some tips for preparing students for the test	4
Reading/Language Arts	5
Mathematics	57
Science	72
Social Studies	95
Answer Key	130

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

Who will be tested?

All students in grades 3 through 8 will be tested.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How do I use the sample questions?

These questions provide information about the TCAP Achievement Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Achievement Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the Mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Reading and Language Arts



Directions Read the story. Then answer Numbers 1 through 8.

Something to Share

- 1 Until recently, I worried that I would never be successful at anything. I used to dream about becoming an Olympic figure skater or winning a piano competition, but I always knew that I didn't have the skills to do either of those things. Making matters worse was the fact that it seemed like everyone in my family had a talent except me. For example, my mom is an excellent painter. My older sister, Kim, can jump and twirl as a fantastic gymnast. And my younger brother, Sean, has always been one of the smartest kids in his class. On the other hand, I was an average kid with nothing special to offer.



- 2 Being without a talent was especially difficult when we visited our family in New Jersey. My aunt and uncle live there, and we always visit their farm for one month each summer. Everyone in my family would show my aunt and uncle his or her talents. I would sit in the audience and clap for my family, but I never performed. That was me, a blade of grass surrounded by roses.
- 3 All that changed last summer, however. One afternoon, Aunt Sarah took a seat next to me on the porch swing. She pulled out her yarn and two needles and started knitting.

Go On ►

4 “Why do you seem so sad these days, Karen?” she gently asked me, still stitching.

5 It always amazed me how she can hold a full conversation without her fingers slowing down even once. She told me a long time ago that knitting helps her think and that she gives the best advice while her hands are busy.

6 “I don’t feel like I fit into this family. Everyone has a talent except me. What can I do that’s special or different?” I complained.

7 Aunt Sarah sighed as she flipped the ball of yarn to her other side. “You have so much you can do,” she said. “You just need to put your mind to something and stick with it. Staying with something will improve your skills and also let you shine.”

8 I knew she was right. I was always trying new things like playing the guitar, swimming, and learning to play chess. I never stayed with anything long enough to get very good at it, though, and I always had to work at it. None of those things were ever easy for me. I tried to think of something that I was really interested in as I watched Aunt Sarah’s fingers. “Over, slip, switch . . .” I thought to myself as I watched the small knots of her yarn weave a beautiful fabric. “Oops, you missed that loop,” I said to Aunt Sarah. I didn’t want her to have an unexpected hole in her project.

9 Aunt Sarah’s jaw dropped open. “Did you really see that?”

10 “Sure,” I explained, “I’ve been watching you knit for the last three summers. I think I know when there is a slipped loop.”

11 Aunt Sarah handed me the knitting needles. “That is amazing, my dear,” she said. “I didn’t know someone could actually learn knitting just from watching it be done. Here, you try a few stitches.”

12 I held the needles in the proper position. The long knitting needles felt a little strange in my hands at first. After making a few knots, though, the movements began to feel natural. I slowly sped up and discovered I was making several knots without stopping.

13 “Wonderful!” cried Aunt Sarah. I shrugged and kept knitting as she left to tell the rest of the family. I finished two rows by the time she returned. By the time I looked up, I realized everyone had gathered on the porch, and they were all staring at me. I knew I had finally found my talent.



- 14 Since that wonderful afternoon with my aunt, I have knitted a scarf, three pairs of socks, and a fuzzy blanket for my mom. Next summer, when we visit New Jersey again, I plan to bring a newly knitted gift for everyone. It feels good now that we all have something to share.

Reporting Category: 2 Vocabulary

Performance Indicator: 0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.

1 Read these sentences from Paragraph 1.

Making matters worse was the fact that it seemed like everyone in my family had a talent except me. For example, my mom is an excellent painter.

Which word is a synonym for excellent?

- A** powerful
- B** skilled
- C** average
- D** interested

Go On ►

Reporting Category: 2 Vocabulary

Performance Indicator: 0501.1.16 Determine the correct meaning/usage of multiple meaning words within context.

2 Read this sentence from Paragraph 12.

I slowly sped up and discovered I was making several knots without stopping.

Which sentence uses the underlined word in the same way as the sentence from Paragraph 12?

- F** I felt knots of fear in my stomach before my speech.
- G** The hiker had knots on his head from tumbling down a slippery hill.
- H** The climber had to untangle the knots in her rope.
- J** The oldest oak tree in our yard has many knots in the trunk.

Reporting Category: 5 Logic

Performance Indicator: 0501.5.1 Locate information to support opinions, predictions, and conclusions

3 Which sentence from the story supports the idea that Karen pays attention to details?

- A** Everyone in my family would show my aunt and uncle his or her talents.
- B** “Why do you seem so sad these days, Karen?” she gently asked me, still stitching.
- C** I was always trying new things like playing the guitar, swimming, and learning to play chess.
- D** “Oops, you missed that loop,” I said to Aunt Sarah.

Reporting Category: 5 Logic

Performance Indicator: 0501.5.7 Indicate the correct sequence of events in text.

4 What does Aunt Sarah do after Karen knits several knots?

- F** Aunt Sarah goes to tell the rest of the family.
- G** Aunt Sarah sits down on the swing to help Karen work.
- H** Aunt Sarah gives Karen the knitting needles.
- J** Aunt Sarah misses a loop and makes a hole in her project.

Reporting Category: 7 Literature

Performance Indicator: 0501.8.1 Identify setting, characters, plot, and theme.

5 How does the setting help Karen learn a new talent?

- A** It allows her to spend time watching her aunt.
- B** It provides her with a lot of space to play.
- C** It gives more room for her family to work together.
- D** It removes her from her busy city life.

Go On ►

Reporting Category: 7 Literature

Performance Indicator: 0501.8.5 Recognize that a story is told from first person point of view.

6 Which sentence shows that the story is told from the first-person point of view?

- F** All that changed last summer, however.
- G** She pulled out her yarn and two needles and started knitting.
- H** Aunt Sarah sighed as she flipped the ball of yarn to her other side.
- J** I held the needles in the proper position.

Reporting Category: 7 Literature

Performance Indicator: 0501.8.6 Determine whether the theme is stated or implied within a passage.

7 Which sentence best describes the implied theme of the story?

- A** Visiting family is important.
- B** Trying new activities is challenging.
- C** One person can succeed in many areas.
- D** Becoming good at something takes focus and patience.

Reporting Category: 7 Literature

Performance Indicator: 0501.8.9 Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).

8 The author most likely wrote this story in order to

- F** inform the reader about the easiest way to learn a new skill.
- G** describe how the reader should approach learning a new skill.
- H** entertain the reader with a story about discovering a new skill.
- J** persuade the reader to learn a new skill.

Go On ►

Directions

A student wrote this speech. Read the speech and answer Numbers 9 through 14.

If I Were Governor for a Day

- 1 It has been interesting to learn about the different branches of government in history class. If I had to choose one job in which I think I could make the most difference in a single day, I would choose to be governor. I believe that anything is possible here in Tennessee. I would want my day in office to inspire others, especially students. The main goal for my day in office would be to create volunteer opportunities for children throughout the state. Children can learn important life skills, such as responsibility and teamwork, by volunteering in their communities. I would launch three volunteer projects during my day as governor.



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- 2 My first project would be a healthful snacks program. Many children enjoy eating a snack when they get home from school. The program I would endorse would provide healthful foods like crackers and dried fruit to elementary students at the end of the school day. Students who want a snack could take one before they leave school for the day. Perhaps grocery stores or other wholesale food distributors would support the program. Schools joining this program would need an adult sponsor to lead it. Student volunteers would also be needed to hand out the snacks each day.

- 3 Another way for students to volunteer would be to join my decorating project. Many students enjoy drawing, coloring, and making decorations. Student volunteers could help decorate places like nursing homes and group homes for special events. The group could request donations for decorating supplies. Students could even make their own decorations to lower costs. This would add a personal touch to their work. Even very young children could help by making paper chains and other decorative artwork. Some adult help might be needed for transportation.
- 4 A coupon-collecting club would be my final project during my day as governor. Student volunteers would cut out coupons from newspapers for groceries or household supplies. They could also search for coupons on the Internet. People in the community may also be willing to donate leftover Sunday newspaper coupons for good causes. These coupons could be given to local shelters or other organizations who would like to receive them.
- 5 A governor has many responsibilities and pressures. I feel that our government officials should change the world for the better. I know I'm not old enough to make really big decisions. For that reason, I would use my time as governor of Tennessee for a day to help the people around me. The students of my great state should have a chance to do something meaningful for their communities. Children may not be old enough to be governors, but we can inspire adults to reach out and make a difference too. Given the chance, what would you do?

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.2.1 Identify the audience for a given speech.

9 The target audience for this speech is most likely the

- A** volunteer committees of Tennessee.
- B** speaker's classmates.
- C** speaker's parents.
- D** current governor of Tennessee.

Go On ►

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.2.2 Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).

10 The speaker is organizing a decorating project like the one he describes in his speech. As the group leader, what should he do first?

- F** pick the best artist to complete the work
- G** ask his teachers for ideas
- H** invite members to share their ideas
- J** give the best jobs to his friends

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.2.3 Choose the best summary of a speech.

11 Choose the best summary of the speech.

- A** The speaker learns about the different branches of government. He thinks he would most like to be governor for a day.
- B** The speaker would like to start a program to provide healthful snacks for students. Student and adult volunteers in schools could run the program.
- C** The speaker would like to start volunteer groups to decorate places like nursing homes for special events. Another group could collect coupons for people who need them.
- D** The speaker would like to be governor for a day because he thinks he could make a difference in the role. He would use the day to start volunteer groups for students.

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.2.4 Organize ideas in the most effective order for an oral presentation.

12 The speaker ends the speech with a question in order to

- F** make audience members think about their own choices.
- G** show the audience that he is unsure about his own choices.
- H** persuade the audience to join one of his volunteer groups.
- J** see if the audience fully supports his ideas.

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

13 Which question is not answered in the speech?

- A** Where did the speaker's interest in the government begin?
- B** When would participants in the speaker's healthful snacks program hand out snacks?
- C** What type of decorations could be used for the speaker's decorating program?
- D** Which stores would support the speaker's coupon-collecting program?

Go On ►

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.

14 Which visual aid would best support the ideas in the speech?

- F** a photograph of a governor sitting at a desk
- G** a chart that explains the branches of government
- H** a chart that lists healthful food choices for snacks
- J** a photograph of students taking part in a volunteer project

Directions Read and answer Number 15.

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.3 Locate information using available text features (e.g., maps, charts, graphics)

15 Jason is reading an article about classical music. Which text feature will best help him understand words that he does not know?

- A** charts
- B** photographs
- C** footnotes
- D** headings

Go On ►

Directions

Maggie wrote a letter to her cousin. It contains mistakes. Read the letter and answer Numbers 16 through 23.

August 14, 2012

Dear Jenna,

(1) Remember when you came to visit last summer? (2) You told me about your new hobby. (3) You been a great inspiration because I found a new hobby too. (4) I found something that no one else in my entire family could do! (5) Teaching our new puppy, Barney, how to sit.

(6) Training Barney was not an easy task. (7) Mom tried, but Barney ran quick away from her. (8) Stevie tried, but Barney just licked his hand. (9) When Dad tried to get Barney to sit down, Barney rolled over on his back. (10) Then I tried. (11) I must have repeated "Sit, Barney!" a million times, but he would just dash around the yard. (12) I gave him treats. (13) I petted him and spoke in a calm voice those things didn't work either.

(14) This morning, I attempted a new plan. (15) I got down, looked at Barney, and said, "Sit, Barney!" (16) As I spoke, I lowered my hand from his head to the ground. (17) Finally, Barney sat! (18) I couldn't believe it! (19) We practiced over and over to make sure Barney really understood this command.

(20) After teaching Barney to sit, I showed him how to stay in one place without moving. (21) Well, he only stayed for a few seconds, so I guess he hasn't really learned that trick yet. (22) I feel confident, though. (23) "He just needs more practice I said," to Mom and Dad.

(24) I can't wait to see you, Aunt Becky, and Uncle Mark next weekend. (25) I'm sure I will have taught Barney at least two more tricks by then. (26) His achievements will amaze you! (27) Huh, I wonder if I can teach Barney how to speak before you get heer.

Love,
Maggie

Reporting Category: 1 Language

Performance Indicator: 0501.1.1 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.

16 Read Sentence 20.

After teaching Barney to sit, I showed him how to stay in one place without moving.

What is the correct way to write the underlined word?

- F** it
- G** his
- H** them
- J** correct as is

Reporting Category: 1 Language

Performance Indicator: 0501.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.

17 Read Sentence 7.

Mom tried, but Barney ran quick away from her.

What is the correct way to write the underlined word?

- A** more quicker
- B** quickest
- C** quickly
- D** most quick

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0501.1.7 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

18 Read Sentence 27.

Huh, I wonder if I can teach Barney how to speak before you get heer.

Which underlined word is misspelled?

- F** wonder
- G** speak
- H** before
- J** heer

Reporting Category: 1 Language

Performance Indicator: 0501.1.10 Select the best way to correct incomplete sentences within context.

19 Read Sentence 5.

Teaching our new puppy, Barney, how to sit.

How should the sentence fragment be corrected?

- A** Taught our new puppy, Barney, how to sit.
- B** Our new puppy, Barney, that I taught how to sit.
- C** I taught our new puppy, Barney, how to sit.
- D** To teach Barney, our new puppy, how to sit.

Reporting Category: 1 Language

Performance Indicator: 0501.1.14 Identify compound words, contractions, and common abbreviations within context.

20 Which word from the letter is a compound word?

- F** repeated
- G** morning
- H** weekend
- J** achievements

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).

21 Maggie's main purpose for writing this letter is to

- A** share an experience about training a puppy.
- B** inform Jenna about the best way to train a puppy.
- C** entertain with a tale about a playful puppy.
- D** persuade Jenna to ask her parents for a puppy.

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.8 Select vivid and active words for a writing sample.

22 Read Sentence 15.

I got down, looked at Barney, and said, “Sit, Barney!”

How can this sentence be rewritten with more vivid details?

- F** I put my knees down, gave a look to Barney, and said, “Sit, Barney!”
- G** I decided to get on the floor, look at him, and speak two words, “Sit, Barney!”
- H** I went on the ground, looked at Barney, and told him, “Sit, Barney!”
- J** I knelt down, looked Barney in the eyes, and said in a very firm voice, “Sit, Barney!”

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.

23 Which sentence could best be placed after Sentence 10 to add support to the second paragraph?

- A** He is the cutest puppy in the world.
- B** I spent many hours outside with him.
- C** There are many books on how to train a dog.
- D** I was not sure what would happen next.

Directions

Read the poem. Then answer
Numbers 24 through 30.

Sounds of the City

I visit my aunt
the same time each year.
Her high-rise apartment
is nothing to fear.

5 Except for the sounds
causing me great alarm!
They're nothing at all
like we have on the farm.

Our barnyard has roosters
10 that welcome the day —
our own private band
with its own special way

of trumpeting morning,
daylight, and sunrise,
15 a spirited nudge that says,
“Open your eyes.”

But here I wake up as cars
bark at each other
with a “Honk!” and a “Beep!” —
20 they're really a bother.

Drivers grumble and growl
and gripe and whine,
crammed bumper to bumper
in line after line.

25 At home, the rain taps down
in delicate drops
on wide wooden porches
in soft, gentle plops.



Go On ►

30 Tiny mud puddles
stretch over our land
and silence the rain
in the palms of their hands.

35 But here in the city, it's
"Smack-smack! Ping-ping!"
as drops stampede down
on the metal awnings.¹

40 I can't even think as they
clobber and pound,
racing each other
from the sky to the ground.

But it's not just odd sounds
that make me so glum!
The city's beat thumps
like a marching-band drum!

45 The city is fine
for excitement and such,
but as for the noise —
well, it's really too much!

¹**awnings:** rooflike structures over windows

Reporting Category: 2 Vocabulary

Performance Indicator: 0501.1.11 Determine word meanings within context.

24 Read Lines 41 and 42 from the poem.

*But it's not just odd sounds
that make me so glum!*

What does the word glum mean?

- F** unhappy
- G** worried
- H** doubtful
- J** impatient

Reporting Category: 5 Logic

Performance Indicator: 0501.5.4 Determine the conflict in a text and recognize its solution.

25 The main problem in this poem is that the speaker thinks the city is

- A** attractive but rainy.
- B** exciting but noisy.
- C** colorful but crowded.
- D** interesting but dangerous.

Go On ►

Reporting Category: 7 Literature

Performance Indicator: 0501.8.2 Recognize reasonable predictions of future events within a given context.

26 Which city sound will most likely wake the speaker each morning?

- F** the sound of barnyard roosters
- G** the beat of a marching-band drum
- H** the aunt saying “Open your eyes.”
- J** the “Honk!” and “Beep!” of cars

Reporting Category: 7 Literature

Performance Indicator: 0501.8.3 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

27 “Sounds of the City” is best described as a poem because it has

- A** a busy setting.
- B** short lines.
- C** lines that rhyme.
- D** descriptive words.

Reporting Category: 7 Literature

Performance Indicator: 0501.8.4 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.

28 What causes the speaker to dislike the city?

- F** being homesick
- G** living far from the ground
- H** hearing unusual noises
- J** experiencing bad weather

Reporting Category: 7 Literature

Performance Indicator: 0501.8.7 Identify similes, metaphors, personification, and hyperbole in context

29 Which lines from the poem contain personification?

- A** of trumpeting morning,
daylight, and sunrise,
- B** with a “Honk!” and a “Beep!” —
they’re really a bother.
- C** Drivers grumble and growl
and gripe and whine,
crammed bumper to bumper
in line after line.
- D** Tiny mud puddles
stretch over our land
and silence the rain
in the palms of their hands.

Go On ►

Reporting Category: 7 Literature

Performance Indicator: 0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).

30 Which line from the poem uses onomatopoeia to imitate the sound of rain?

- F** “Open your eyes.”
- G** “Smack-smack! Ping-ping!”
- H** as drops stampede down
- J** racing each other

Directions Read and answer Number 31.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.4.2 Identify information that should or should not be included in a citation.

31 Reyna is writing a report about architect Michael Graves. She found information about his childhood in a magazine. What information does not belong in the citation for the report?

- A** magazine title
- B** title of article
- C** publication date
- D** name of the editor

Go On ►

Directions

Charles wrote this report for his science class. It contains mistakes. Read the report and answer Numbers 32 through 39.

- 1 Amphibians are some of the most remarkable animals on Earth. They come in all colors of the rainbow. Frogs and toads are the most common amphibians. These cold-blooded creatures begin life using gills to breathe in water like fish do. As adults, however, they can breathe air and live both in water and on land. They might not make cuddly pets but amphibians are especially interesting to scientists.
- 2 Scientists discover many new species of amphibians every year. On a trip in 2009, scientists found a thumbnail-sized frog with a long nose. The tiny frog is just an eighth of an inch long. About a year earlier, in 2008, a different group of researchers discovered another frog with an interesting nose — the Pinocchio frog. It has a lengthy spike on its nose. Many frogs have long sticky tongues that they use to capture their prey. The Pinocchio frog points its spiked nose downward. In 2010, the same team also found a different frog species hopping along the rocks next to a stream. Generally, rocket frogs are known to be good jumpers, but they are also poisonous. In spite of this, scientists find these amphibians to be interesting and helpful to humans. This frog species was a kind of rocket frog with bright red legs.
- 3 Since amphibians are so important to the planet, scientists are watching them carefully. Even though scientists report that there are about 6,000 different kinds of amphibians in the world, these animals are actually in danger of becoming extinct. Pollution and climate change threaten their survival. Loss of habitat and disease are other concerns.
- 4 However, discoveries of new species give scientists hope for the future of amphibians. Some scientists believe that there may be as many as 10,000 different species! That is great news, but it's still important to keep them safe. These fascinating creatures do the same for us!
- 5 These discoveries of new amphibian species are excellent news for humans. Amphibians help protect people. Eating insects that carry disease and destroy food crops. Tadpoles help to keep fresh water clean by eating algae. Some frogs and toads even have chemicals in their skin that can be used in medicines. Scientists consider amphibians an “indicator group.” This means that the behavior and health of frogs and toads in an area show how healthy the environment is for humans and other animals.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.3 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

32 Which supporting sentence could best be added to Paragraph 5?

- F** Scientists around the world also study the diets of amphibians.
- G** Salamanders and newts are also types of amphibians.
- H** Amphibians also help scientists keep track of environmental changes, as these can affect the health of humans.
- J** Amphibians are cold-blooded, and their body temperature is determined by their environment.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.4 Identify the sentence irrelevant to a paragraph's theme or flow.

33 Choose the sentence in Paragraph 2 that is irrelevant and should be removed.

- A** About a year earlier, in 2008, a different group of researchers discovered another frog with an interesting nose — the Pinocchio frog.
- B** It has a lengthy spike on its nose.
- C** Many frogs have long sticky tongues that they use to capture their prey.
- D** The Pinocchio frog points its spiked nose downward.

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.5 Select an appropriate concluding sentence for a well-developed paragraph.

34 Which sentence is the best conclusion for Paragraph 5?

- F** Frogs must live near water, but toads can survive without living near water.
- G** People must do more to protect the places where important animals live.
- H** By removing excess algae, tadpoles keep fresh water clear.
- J** Amphibians are helpful animals, and they are very important to people and the world.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.6 Rearrange sentences to form a sequential, coherent paragraph

35 Read these sentences from Paragraph 2.

(1) In 2010, the same team also found a different frog species hopping along the rocks next to a stream. (2) Generally, rocket frogs are known to be good jumpers, but they are also poisonous. (3) In spite of this, scientists find these amphibians to be interesting and helpful to humans. (4) This frog species was a kind of rocket frog with bright red legs.

What is the correct order for these sentences?

- A** 1, 4, 2, 3
- B** 4, 2, 1, 3
- C** 2, 1, 3, 4
- D** 1, 2, 4, 3

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.7 Select details that support a topic sentence

36 Which sentence, if added to the end of Paragraph 3, best supports the main topic of the paragraph?

- F** Amphibians live on every continent in the world except for Antarctica.
- G** Amphibians are an important part of many ecosystems around the world.
- H** South America's rain forests are home to many different kinds of amphibians.
- J** These threats could cause one-third of the world's amphibians to become extinct.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.11 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.

37 Paragraphs 3, 4, and 5 are in the wrong order. What is the correct order for these paragraphs?

- A** 5, 3, 4
- B** 4, 3, 5
- C** 5, 4, 3
- D** 4, 5, 3

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.12 Select an appropriate title that reflects the topic of a written selection.

38 Which title would be best for Charles's report?

- F** Amazing Amphibians
- G** Attractive Amphibians
- H** Amphibians in Danger
- J** Amphibians around the World

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.13 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing

39 Read the outline Charles made before writing his report.

- A. Characteristics of amphibians
 - 1. Breathe with gills when they begin life
 - 2. Live in water and on land as adults
 - 3. Are cold-blooded animals
-
- B. How amphibians help people
 - 1. Eat pests that bother humans
 - 2. Keep water clean
 - 3. Provide chemicals that people use in medicines
- C. Threats to amphibians
 - 1. Pollution
 - 2. Disease
 - 3. Climate change

Which phrase belongs in the blank?

- A** Face a loss of habitat
- B** Are in danger of extinction
- C** Display a wide variety of colors
- D** Indicate the health of an environment

Go On ►

Directions

Read the passage. Then answer Numbers 40 through 47.

Harvesting Water

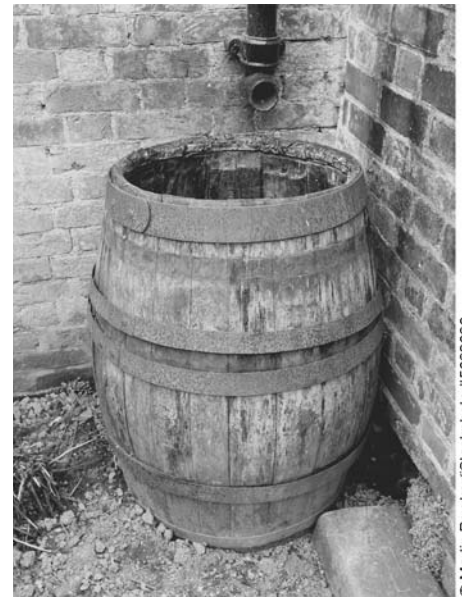
1 Humans and plants need water to survive. People use fresh water for drinking, washing, and irrigating fields where food grows. Earth has plenty of water, but most of it is salty. There are ways to remove salt from water and create fresh water. Unfortunately, these methods are expensive, and they leave a lot of leftover salt. People have always looked for ways to collect, or harvest, fresh water. Some common methods include digging wells and building dams and reservoirs. Many other methods have been used in the past, and some of these older methods are still used today.

2 One of the oldest ways to harvest water was developed in India. A number of deep water tanks were cut into the rocks along an ancient trade route. Rainwater collected in these tanks. Tradesmen using the route were able to drink rainwater from the tanks while traveling.

3 In other areas of India, houses were built with the collection of water in mind. Rooftops were designed to direct the flow of rainwater off the roofs and into underground tanks. This method of water harvesting is still used today in some forts, palaces, and houses in India. In fact, many people across the world use a similar method to catch rainwater when it flows off homes. Rain barrels are a creative way to save rainwater and use it for lawns and gardens.

4 Thousands of years ago, people in the Middle East used the landscape to move fresh water to their crops. They planted their crops near hillsides. Then they cleared the hillsides of trees and bushes. With no vegetation in the way, rainwater could run straight down the hills and onto the farm fields.

5 Another way farmers of long ago kept their crops moist was by terrace gardening. Farmers would carve steps of flat land up the sides of mountains. This method created flat land for farming. The rainwater collected on each step instead of rolling down the side of the mountain.



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6 The ancient Romans were great builders. They created an elaborate system of aqueducts. Aqueducts are long, tall stone channels used to carry clean water from hills to nearby towns. Aqueducts were very challenging to build. The slope of an aqueduct had to be built steep enough to keep the water moving down. Sometimes the aqueducts had to run on high arches so they would angle down as they approached town. In other places, they ran along the ground or even underground.



7 Many water-harvesting methods from long ago are still used today. However, some areas desperately need more fresh water. People must continue to think of new and creative ways to harvest water.

8 One new way to collect water was inspired by trees. As ground-level fog floats near trees, the fog condenses and becomes water. The water slides down the leaves and lands on the soil. This process provides moisture to growing plants. Scientists have invented a new device that collects fog water in much the same way as trees. A mesh screen is stretched across two poles. When wind blows fog through the screen, the water droplets collect and run down. The water collects in a trough at the bottom of the screen. Fog collection is a simple way to bring water to high, dry areas where water is scarce.

9 People will always need fresh water. Earth's population continues to increase in size. Therefore, water harvesting will continue to be an important part of our lives.

Go On ►

Reporting Category: 2 Vocabulary

Performance Indicator: 0501.1.12 Recognize root words, prefixes, and syllabication as aids in determining meaning within context.

40 Read these sentences from Paragraph 1.

People have always looked for ways to collect, or harvest, fresh water. Some common methods include digging wells and building dams and reservoirs.

Reservoirs are used to

- F** clean water.
- G** move water.
- H** hold water.
- J** heat water.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.4.1 Identify the most reliable information sources available for preparing a research report.

41 Which source would provide the best information about harvesting water in ancient India?

- A** a novel about characters in a desert setting
- B** an advertisement for old rain barrels
- C** a website written by a user of fog screens
- D** an encyclopedia article on rain collection

Reporting Category: 5 Logic

Performance Indicator: 0501.5.2 Identify stated or implied cause and effect relationships in text.

42 Why did people remove the trees and bushes on Middle Eastern hillsides thousands of years ago?

- F** The plants blocked some of the rain from flowing down the hills.
- G** The plants took up too much of the space needed for farm fields.
- H** The plants made it difficult for the tradesmen to travel on the hills.
- J** The plants were needed to build special slanted roofs on the houses.

Reporting Category: 5 Logic

Performance Indicator: 0501.5.3 Distinguish between fact/opinion and reality/fantasy.

43 Which sentence from the passage is an opinion?

- A** One of the oldest ways to harvest water was developed in India.
- B** The rainwater collected on each step instead of rolling down the side of the mountain.
- C** The ancient Romans were great builders.
- D** One new way to collect water was inspired by trees.

Go On ►

Reporting Category: 5 Logic

Performance Indicator: 0501.5.5 Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories

44 Read the analogy based on the passage.

Aqueduct is to channel as path is to _____.

Choose the word that best completes the analogy.

- F** arch
- G** route
- H** trough
- J** slope

Reporting Category: 5 Logic

Performance Indicator: 0501.5.6 Make inferences and draw appropriate conclusions from text.

45 Based on the passage, which system for collecting water would be the most simple to put in place today?

- A** rain barrels
- B** aqueducts
- C** water tanks
- D** carved steps

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.4 Identify the stated main idea and supporting details in text.

46 Which sentence expresses the main idea of Paragraph 6?

- F** Ancient Roman aqueducts were difficult to build.
- G** Roman aqueducts had to be constructed on high slopes to keep the water moving.
- H** Ancient Roman aqueducts were tall channels built at angles so water could flow through them.
- J** Roman aqueducts were built both underground and high in the air.

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.5 Select the best summary of a text.

47 What is the best summary of the passage?

- A** People have found ways to collect fresh water since ancient times. Some of these methods included using container systems and changing the way people farm.
- B** Most of the ways that water is collected today were invented long ago. People used barrels then, and they still do today.
- C** People still collect rainwater around the world today. They often use a special roof and an underground tank.
- D** Scientists have learned many ways to contain fresh water. Recently, some scientists invented mesh screen collectors after studying fog on trees.

Go On ►

Directions Read and answer Number 48.

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.7.3 Identify the mood created by a visual image.

48 Look at this photograph.



The mood of the man in this photograph is most likely

- F** confused.
- G** relaxed.
- H** forceful.
- J** cheerful.

Directions

Jessica wrote this journal entry about a service project. It contains mistakes. Read the journal entry and then answer Numbers 49 through 56.

(1) This year's fifth-grade service project required our class to spend time with the senior citizens at the Littlefield Senior Activity Center. (2) I usually enjoy doing service projects this year was different. (3) We had been told to spend six Saturdays at the center. (4) Could not imagine what kinds of activities I would do during my visits. (5) How would I survive so many Saturdays?

(6) My experience on the first day at the activity center wasn't not what I expected. (7) I walked slowly inside the main building and looked around. (8) I noticed a small woman wearing a blue hat. (9) In a lively voice, she asked me to tell her my name. (10) She quickly introduced herself as Bernice and gave me a big smile. (11) I realized that this project might not be so bad after all.

(12) Bernice invited me to sit down. (13) I told her about the service project our class was doing, and she thinks it was a good idea. (14) I found it was very easy to talk to Bernice. (15) Soon we realized that we both enjoy playing dominoes. (16) Bernice pulled out a case of dominoes. (17) We talked and played until it was time for me to leave. (18) "I'll be back next Saturday," I told Bernice.

(19) The following Saturday, I found Bernice right away. (20) She was wearing the same blue hat. (21) This time she was with one of her friends. (22) The three of us played dominoes together. (23) I enjoyed myself so much that I almost missed the bus returning to school. (24) By the time the six Saturdays were over I had a regular date to play dominoes with Bernice and three of her friends. (25) Now I go to the activity center almost every Saturday. (26) I play dominoes with Bernice, Lila, Max, and Stanley. (27) I've been going to the center so long that it's like visiting family now.

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.

49 Read Sentence 13.

I told her about the service project our class was doing, and she thinks it was a good idea.

Correct the underlined part of the sentence.

- A** she thought it was
- B** she thought it is
- C** she thinks it were
- D** correct as is

Reporting Category: 1 Language

Performance Indicator: 0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach})

50 Read Sentence 6.

My experience on the first day at the activity center wasn't not what I expected.

What is the correct way to write the underlined words?

- F** wasn't what I had not expected
- G** was not what I never expected
- H** was not what I expected
- J** correct as is

51**Read Sentence 24.**

By the time the six Saturdays were over I had a regular date to play dominoes with Bernice and three of her friends.

Which sentence uses commas correctly?

- A** By the time, the six Saturdays were over I had a regular date to play dominoes, with Bernice and three of her friends.
- B** By the time the six Saturdays were over I had a regular date to play dominoes with Bernice, and three of her friends.
- C** By the time the six Saturdays were over, I had a regular date to play dominoes with Bernice and three of her friends.
- D** By the time the six Saturdays were over, I had a regular date, to play dominoes with Bernice and three of her friends.

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0501.1.6 Choose the correct use of quotation marks and commas in direct quotations.

52 Read Sentence 18.

“I’ll be back next Saturday,” I told Bernice.

What is the proper way to punctuate this sentence?

- F** “I’ll be back next Saturday”, I told Bernice.
- G** “I’ll be back next Saturday” I told Bernice.
- H** “I’ll be back next Saturday, I told Bernice.”
- J** correct as is

Reporting Category: 1 Language

Performance Indicator: 0501.1.8 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

53 Read Sentences 25 and 26.

Now I go to the activity center almost every Saturday. I play dominoes with Bernice, Lila, Max, and Stanley.

What is the best way to combine these sentences?

- A** Now I go to the activity center almost every Saturday and play dominoes with Bernice, Lila, Max, and Stanley.
- B** Almost every Saturday I go to the activity center; and now I play dominoes with Bernice, Lila, Max, and Stanley.
- C** Now that I go to the activity center to play dominoes with Bernice, Lila, Max, and Stanley almost every Saturday.
- D** Going to the activity center now, I play dominoes with Bernice, Lila, Max, and Stanley almost every Saturday.

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0501.1.9 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

54 Read Sentence 2.

I usually enjoy doing service projects this year was different.

What is the correct way to rewrite this run-on sentence?

- F** Although I usually enjoy doing service projects, then this year was different.
- G** I usually enjoy doing service projects, but this year was different.
- H** I usually enjoy doing service projects; but this year was different.
- J** Although I usually enjoy doing service projects; however, this year was different.

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.1 Identify the audience for which a text is written.

55 Who would be most interested in reading this journal entry?

- A** people who want to learn to play dominoes
- B** parents who work with the community
- C** people who enjoy spending time with friends
- D** students who are exploring different service projects

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.3.10 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample

56 Read Sentences 10 and 11.

She quickly introduced herself as Bernice and gave me a big smile. _____ I realized that this project might not be so bad after all.

Which transitional word or phrase best links the ideas in these sentences?

- F** In addition,
- G** Therefore,
- H** With relief,
- J** On the other hand,

Go On ►

Directions

Read this flier. Then answer Numbers 57 through 62.



How to Care for a Rabbit

Rabbits are fluffy and cute, but they require special care.
Learn how to care for a rabbit by reading this flier.

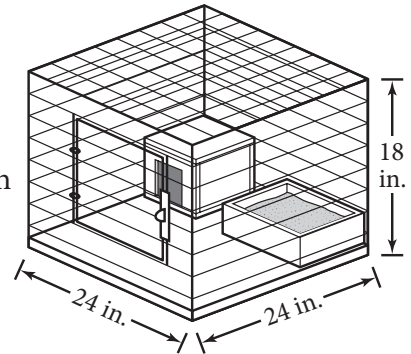


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Preparing a Rabbit Hutch

The ideal rabbit hutch, or home, is a roomy cage. Choose a place that has a steady temperature. Rabbits should not be too cold or too hot.

The picture to the right shows the size of the hutch needed for a six-pound rabbit. There must be enough space for the rabbit to stretch up on its back legs without bumping its head. Also, the bottom of the cage should be made of wood. Other materials, like wire mesh, can cause a rabbit's feet to become sore.



Create a Cozy Hiding Spot

Rabbits are usually active early in the morning and at dusk. Most rabbits will nap during the day, so you need to create a place for your pet rabbit to rest. In one corner of its cage, place a wooden box that is large enough for the rabbit to fit inside. Cut a doorway on one end. Your rabbit will enjoy having a cozy place to hide.

Make a Litter Box

Like cats, rabbits can be trained to use the bathroom in a litter box. Find a wooden box with low sides and place it in another corner of the cage. Cover the bottom of the box with litter made especially for rabbits. Rabbit litter can be bought at a pet store.

Playing with Your Rabbit

To remove your rabbit from its cage, gently grasp the loose skin near the back of the neck with one hand. Then place your other hand under the bottom of the rabbit to support its weight. ***Never pick up your rabbit by its ears!**

Regular play time helps your rabbit learn to be social and happy instead of frightened and shy. Rabbits are easily startled, so avoid making loud noises.

Your rabbit will naturally like to chew on things. Safe toys are cardboard rolls from paper towels or small branches from a fruit tree. Make sure the rabbit does not bite plastic toys or sharp objects.



Feeding Time

Your rabbit needs a healthy diet in order to stay strong. It must be fed every day. Your rabbit can eat the foods listed in the chart below.

Type of Food	Useful Information
Timothy Hay	Hay is an important food for rabbits. Rabbits should have a constant supply to nibble.
Food Pellets	Dry rabbit food provides the right kinds of vitamins needed to stay healthy. A five-pound rabbit should be given 1/8 cup twice a day.
Vegetables	Wash the vegetables to remove dirt. Vegetables that are good sources of vitamins are broccoli, parsley, and celery. Carrots with the green tops are also a good choice. *Avoid iceberg lettuce. It contains too much water.
Treats	Fruit is a natural treat for a rabbit. Slices of apples, pears, peaches, or bananas make a tasty dessert.
Water	Make sure the rabbit's dish is full of clean water every day.



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Choosing a Rabbit

This chart shows information about some breeds¹ of rabbits.

Breed	Size
Dutch ²	3 – 5 pounds
Lilac ³	6 – 8 pounds
Rex ⁴	7.5 – 10.5 pounds

**Rabbits need special care, but with good information,
having a rabbit can be enjoyable.**

¹**breeds:** kinds of animals

²**Dutch:** This breed is good for children. It is small and easy to handle.

³**Lilac:** This is a rare breed with silky, colorful fur.

⁴**Rex:** This breed is large, friendly, and known for its velvety fur.

Go On ►

57 Read this sentence from the section “Create a Cozy Hiding Spot.”

Rabbits are usually active early in the morning and at dusk.

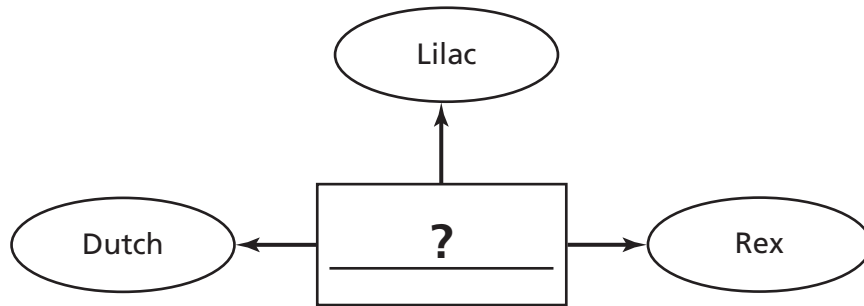
The word dusk refers to which time of day?

- A** noon
- B** early afternoon
- C** sunset
- D** late night

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.

58 Look at the diagram based on the flier.



Which title belongs in the rectangle?

- F** Names for Pet Rabbits
- G** Types of Rabbits
- H** Famous Pet Rabbits
- J** Rare Rabbits

Reporting Category: 3 Writing and Research

Performance Indicator: 0501.4.4 Select appropriate sources from which to gather information on a given topic.

59 A child wants to teach his new rabbit to do tricks. Which source will have the best information?

- A** an instructional pamphlet about rabbit care
- B** a short story about a rabbit adventure
- C** a book written by a rabbit trainer
- D** an encyclopedia entry about rabbit behaviors

Go On ►

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.2 Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).

60 The author of the flier would most likely add information about types of bedding for rabbits under which heading?

- F** Preparing a Rabbit Hutch
- G** Playing with Your Rabbit
- H** Feeding Time
- J** Choosing a Rabbit

Reporting Category: 6 Informational Text

Performance Indicator: 0501.6.6 Arrange a set of instructions in sequential order.

61 Read this list based on information from the flier.

1. *Bring the rabbit home.*
2. *Select a breed of rabbit.*
3. *Determine the rabbit's size.*
4. *Build a rabbit hutch.*

In which order should the tasks in the list be performed?

- A** 2, 3, 4, 1
- B** 4, 3, 1, 2
- C** 2, 1, 3, 4
- D** correct as is

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.7.2 Determine the main idea in a visual image.

62 The illustration in the section “Playing with Your Rabbit” shows readers how to

- F** handle a rabbit properly.
- G** have fun holding a rabbit.
- H** pet a rabbit safely.
- J** help a rabbit become socialized.

Go On ►

Directions Read and answer Number 63.

Reporting Category: 4 Communication and Media

Performance Indicator: 0501.7.4 Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).

63 Look at this sign.



What is the purpose of the sign?

- A** to persuade people to learn proper ways to fish
- B** to entertain people with an interesting picture of a person fishing
- C** to communicate to people that fishing is not permitted in the area
- D** to inform people that there are no fish in the water

STOP 

Mathematics



Reporting Category: 1 Mathematical Processes

Performance Indicator: 5.1.2 Estimate fraction and decimal sums or differences.

1 Which two numbers have an estimated difference of 4?

A $18\frac{2}{3}$ and $15\frac{1}{10}$

B $18\frac{5}{10}$ and $18\frac{1}{10}$

C $18\frac{1}{4}$ and $18\frac{1}{8}$

D $18\frac{5}{6}$ and $15\frac{1}{2}$

Go On ►

2 Catherine has a total of 37 cups of granola.

- She made batches of granola bars.
- She put exactly 10 cups of granola in each batch.
- She made the greatest number of batches possible.

Which statement best describes the amount of granola Catherine has left after making these batches of granola bars?

F She has 0.7 of the granola she needs to make another batch.

G She has 3.7 of the granola she needs to make another batch.

H She has $\frac{7}{37}$ of the granola she needs to make another batch.

J She has $\frac{30}{37}$ of the granola she needs to make another batch.

- 3** Timothy jogged $2\frac{3}{5}$ miles. Yolanda jogged $2\frac{5}{10}$ miles. Timothy is trying to determine who jogged the greater distance. The list below shows the information he has already determined.

- The common denominator for $\frac{3}{5}$ and $\frac{5}{10}$ is 10.
- $\frac{3}{5}$ is equivalent to $\frac{6}{10}$.
- The sum of $2\frac{3}{5}$ and $2\frac{5}{10}$ is $5\frac{1}{10}$.
- $\frac{6}{10}$ is greater than $\frac{5}{10}$.

What information is not needed for Timothy to determine who jogged the greater distance?

- A** The common denominator for $\frac{3}{5}$ and $\frac{5}{10}$ is 10.
- B** $\frac{3}{5}$ is equivalent to $\frac{6}{10}$.
- C** The sum of $2\frac{3}{5}$ and $2\frac{5}{10}$ is $5\frac{1}{10}$.
- D** $\frac{6}{10}$ is greater than $\frac{5}{10}$.

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.1 Read and write numbers from millions to millionths in various contexts.

4 A business has 610,098 customers. What is 610,098 written in words?

- F** six thousand, one hundred ninety-eight
- G** six hundred ten thousand, ninety-eight
- H** six million, ten thousand, ninety-eight
- J** six hundred ten million, ninety-eight

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.3 Select a reasonable solution to a real-world division problem in which the remainder must be considered.

5 Mrs. Henderson took her 4 children to an arcade. She purchased a total of 53 game tokens, and she gave an equal number of these game tokens to each child. She gave the greatest number possible to each child. Based on this information, which statement is true?

- A** Mrs. Henderson gave 10 game tokens to each child and had 3 game tokens left over.
- B** Mrs. Henderson gave 11 game tokens to each child and had 0 game tokens left over.
- C** Mrs. Henderson gave 13 game tokens to each child and had 1 game token left over.
- D** Mrs. Henderson gave 14 game tokens to each child and had 0 game tokens left over.

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.4 Solve problems involving the division of two- and three-digit whole numbers by one- and two-digit whole numbers.

6 Solve:

$$805 \div 5 =$$

F 16

G 17

H 101

J 161

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.5 Solve addition and subtraction problems involving both fractions and decimals.

7 The amounts of time two teams jumped rope are shown below.

- Wendy's team jumped rope for $\frac{7}{10}$ hour.
- Mike's team jumped rope for 0.125 hour.

What is the difference between these amounts of time?

A 0.625 hour

B 0.585 hour

C 0.575 hour

D 0.118 hour

Go On ►

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.6 Add and subtract proper and improper fractions as well as mixed numbers.

8 Solve:

$$\frac{19}{5} - \frac{3}{10} =$$

F $1\frac{1}{15}$

G $1\frac{3}{5}$

H $3\frac{1}{5}$

J $3\frac{1}{2}$

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.7 Recognize equivalent representations for the same number.

9 Which number is equivalent to the number written below?

Five hundred and six tenths

A 560

B 506

C $500\frac{60}{100}$

D 500.06

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.8 Write terminating decimals in the form of fractions or mixed numbers.

10 Which mixed number is equivalent to 81.75?

F $81\frac{5}{7}$

G $81\frac{3}{4}$

H $81\frac{4}{3}$

J $81\frac{7}{5}$

Reporting Category: 2 Number and Operations

Performance Indicator: 5.2.9 Compare whole numbers, decimals and fractions using the symbols $<$, $>$, and $=$.

11 Which statement is true?

A $\frac{42}{5} > 42.5$

B $42.5 < 4\frac{2}{5}$

C $\frac{42}{5} > 4\frac{2}{5}$

D $4\frac{2}{5} < 4.25$

Go On ►

Reporting Category: 3 Algebra

Performance Indicator: 5.3.1 Evaluate algebraic expressions involving decimals and fractions using order of operations.

12 What is the value of the expression below, when $q = \frac{4}{5}$?

$$16 + q - 12 \div 3 - 1.3$$

F 0.30

G 2.08

H 11.5

J 17.9

Reporting Category: 3 Algebra

Performance Indicator: 5.3.2 Evaluate multi-step numerical expressions involving fractions using order of operations.

13 What is the value of the expression below?

$$10 + \left(14\frac{1}{2} - 2 \times 4\right) - \frac{1}{4}$$

A $6\frac{1}{2}$

B $16\frac{1}{4}$

C $16\frac{3}{4}$

D $89\frac{3}{4}$

Reporting Category: 3 Algebra

Performance Indicator: 5.3.3 Find the unknown in single-step equations involving fractions and mixed numbers.

14 What value of p makes this statement true?

$$\frac{1}{4} + p = 5\frac{1}{2}$$

F $5\frac{3}{4}$

G $5\frac{1}{2}$

H $5\frac{1}{3}$

J $5\frac{1}{4}$

Reporting Category: 3 Algebra

Performance Indicator: 5.3.4 Given a set of values, identify those that make an inequality a true statement.

15 Look at the inequality below.

$$y - 1 > 115$$

Which set contains only values of y that make this inequality true?

A $\{117, 118, 119\}$

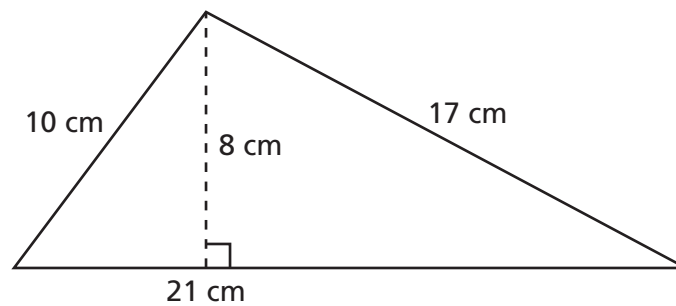
B $\{116, 117, 118\}$

C $\{114, 115, 116\}$

D $\{113, 114, 115\}$

Go On ►

- 16** An artist cut a triangular piece of glass to be part of a stained-glass window. The dimensions of this piece of glass are shown below, in centimeters.

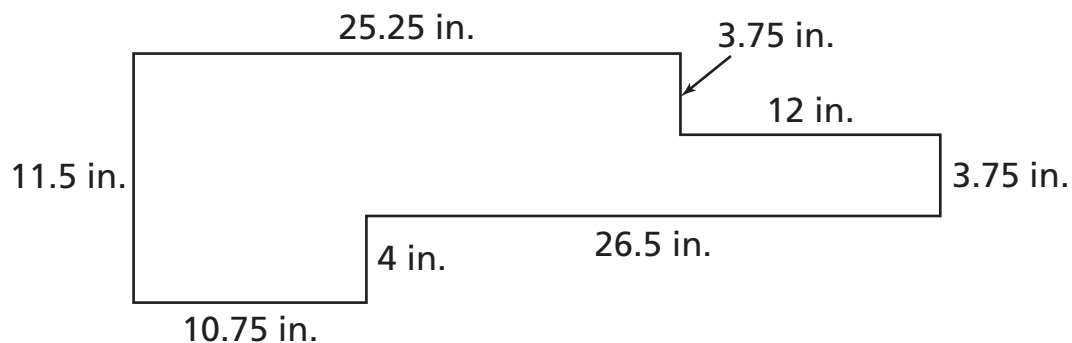


$$\text{Area} = \frac{1}{2} \text{base} \times \text{height}$$

What is the area of this piece of glass?

- F** 168 cm²
- G** 84 cm²
- H** 68 cm²
- J** 40 cm²

- 17** The dimensions of the figure below are shown in inches.

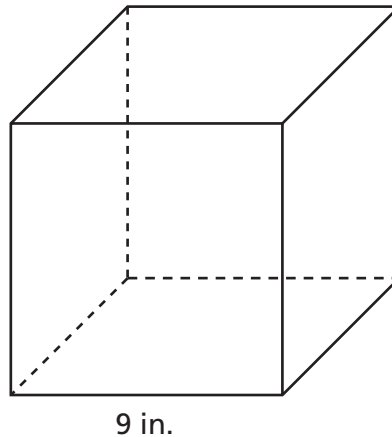


Perimeter = distance around a figure

What is the perimeter of this figure?

- A** 97.5 in.
- B** 93.75 in.
- C** 85.5 in.
- D** 47.46 in.

- 18** The edge length of a cube is shown below, in inches.

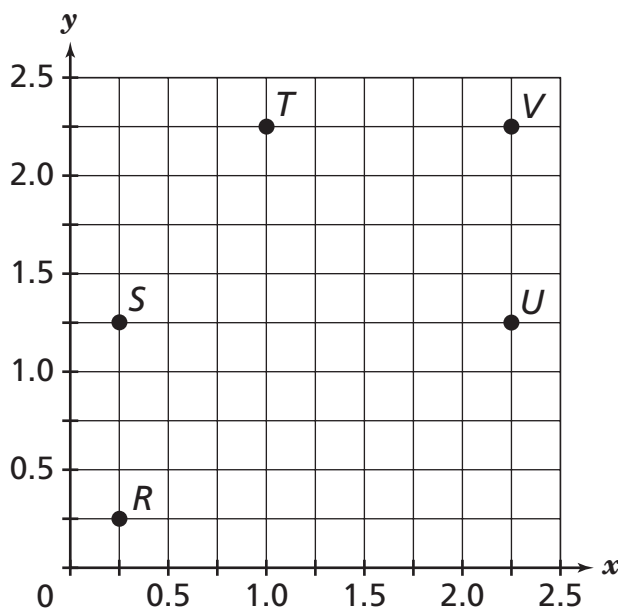


$$\text{Volume} = s \times s \times s$$
$$\text{Surface Area} = 6 \times s \times s$$
$$s = \text{edge length}$$

What are the volume and surface area of this cube?

- F** The volume is 729 in.^3 , and the surface area is 108 in.^2 .
- G** The volume is 729 in.^3 , and the surface area is 486 in.^2 .
- H** The volume is 27 in.^3 , and the surface area is 486 in.^2 .
- J** The volume is 27 in.^3 , and the surface area is 108 in.^2 .

- 19** Five points are labeled on the coordinate grid below.

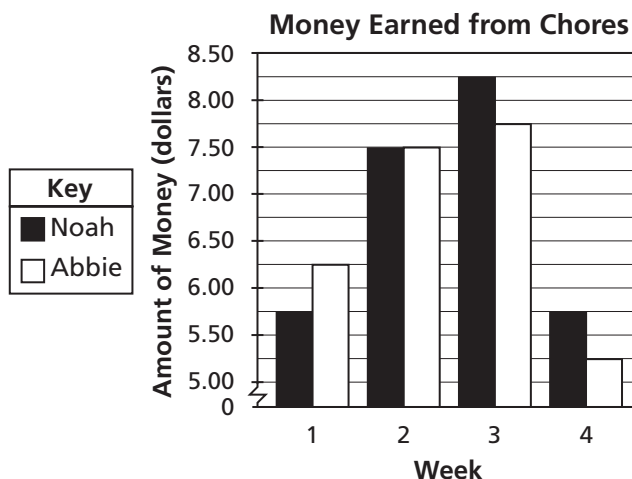


Which two points appear to be 1.25 units apart?

- A** Point *R* and Point *S*
- B** Point *S* and Point *U*
- C** Point *T* and Point *V*
- D** Point *U* and Point *V*

20

The graph below shows the amounts of money Noah and Abbie earned from doing chores during four weeks.



Which table best represents the information in this graph?

Money Earned from Chores

F

Week	Amount Earned by Noah	Amount Earned by Abbie
1	\$5.75	\$6.25
2	\$7.50	\$7.50
3	\$8.25	\$7.75
4	\$5.75	\$5.25

Money Earned from Chores

H

Week	Amount Earned by Noah	Amount Earned by Abbie
1	\$5.75	\$6.25
2	\$7.50	\$7.50
3	\$7.75	\$8.25
4	\$5.25	\$5.75

Money Earned from Chores

G

Week	Amount Earned by Noah	Amount Earned by Abbie
1	\$6.00	\$6.00
2	\$7.50	\$7.50
3	\$8.00	\$8.00
4	\$6.00	\$5.00

Money Earned from Chores

J

Week	Amount Earned by Noah	Amount Earned by Abbie
1	\$6.25	\$5.75
2	\$7.50	\$7.50
3	\$7.75	\$8.25
4	\$5.25	\$5.75

- 21** Keona had four DVDs. The list below shows the number of cartoon episodes on each DVD.

12, 6, 5, 8

- Keona bought a fifth DVD.
- When the number of cartoon episodes on the fifth DVD is added to this data set, the range of the data is 8.

Which number could be the number of cartoon episodes on the fifth DVD?

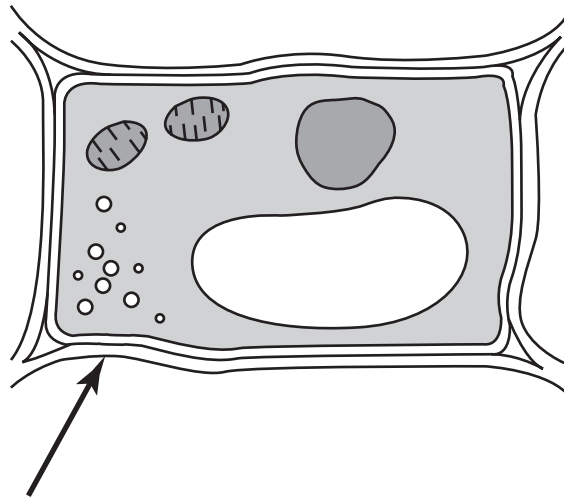
- A** 6
- B** 7
- C** 12
- D** 13



Reporting Category: LIFE SCIENCE 1: Cells, Matter and Heredity

Performance Indicator: 0507.1.1 Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.

1 The diagram of a plant cell is shown.



What structure is represented by the arrow?

- A** cell wall
- B** cytoplasm
- C** chloroplast
- D** cell membrane

Reporting Category:	LIFE SCIENCE 1: Cells, Matter and Heredity
Performance Indicator:	0507.1.2 Compare and contrast basic structures and functions of plant and animal cells.

2 Which structure is found only in plant cells?

- F** chloroplast
- G** cytoplasm
- H** cell membrane
- J** nucleus

Reporting Category:	LIFE SCIENCE 1: Cells, Matter and Heredity
Performance Indicator:	0507.3.1 Identify photosynthesis as the food manufacturing process in plants.

3 Which is a product of photosynthesis?

- A** sugar
- B** carbon dioxide
- C** water
- D** sunlight

Go On ►

- 4** The picture shows a bamboo plant and a giant panda.



Which statement best explains how the bamboo plant and the giant panda obtain energy?

- F** The bamboo plant obtains energy from soil, and the giant panda obtains energy from the bamboo plant.
- G** The bamboo plant obtains energy from the sun, and the giant panda obtains energy from the bamboo plant.
- H** The bamboo plant obtains energy from soil, and the giant panda obtains energy from the sun.
- J** The bamboo plant obtains energy from the sun, and the giant panda obtains energy from soil.

- 5** The picture shows a squirrel.



The fur color of the squirrel is determined by

- A** genes that came only from its mother.
- B** genes that came only from its father.
- C** a combination of genes that came from its siblings.
- D** a combination of genes that came from both of its parents.

Reporting Category: LIFE SCIENCE 1: Cells, Matter and Heredity

Performance Indicator: 0507.4.2 Distinguish between inherited traits and those that can be attributed to the environment.

6 What trait is not inherited?

- F** height
- G** eye color
- H** dimples
- J** hair style

Reporting Category: LIFE SCIENCE 1: Cells, Matter and Heredity

Performance Indicator: 1.0507.TE1 Select a tool, technology, or invention that was used to solve a human problem.

7 What tool is used by doctors to identify tiny organisms that may cause diseases in humans?

- A** microscope
- B** graduated cylinder
- C** test tube
- D** telescope

Reporting Category:

LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator:

0507.2.1 Describe the different types of nutritional relationships that exist among organisms.

8 A vulture eats a dead rabbit that was killed earlier by a coyote. Which best describes the role of the vulture?

- F** predator
- G** scavenger
- H** parasite
- J** decomposer

Go On ►

Reporting Category:

LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator:

0507.2.2 Distinguish among symbiotic, commensal, and parasitic relationships.

- 9** Barnacles are small animals that can attach themselves to a whale, as shown in the picture.



As the whale travels through the ocean, the barnacles filter food from the water. The whale is not harmed by the barnacles. Which of these best describes this relationship?

- A** predator-prey
- B** parasite-host
- C** commensalism
- D** mutualism

Reporting Category: LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator: 0507.2.3 Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.

10 What will most likely happen to an environment downstream from where a dam is built?

- F** There will be more wildlife.
- G** Food crops will increase.
- H** Populations of fish will decrease.
- J** There will be a greater variety of fish.

Reporting Category: LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator: 0507.5.1 Identify physical and behavioral adaptations that enable animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.

11 Which adaptation would best help an animal survive a cold, dry tundra?

- A** scaly skin
- B** long tail
- C** thick, fat layer
- D** large, round eyes

Go On ►

Reporting Category: LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator: 0507.5.2 Explain how fossils provide information about the past.

12 A scientist discovers a fossilized jawbone that still has the teeth. The teeth are wide and flat. What is the most likely conclusion a scientist could form from this fossil?

- F** The animal flew through the air.
- G** The animal ate plants.
- H** The animal lived near water.
- J** The animal walked on four legs.

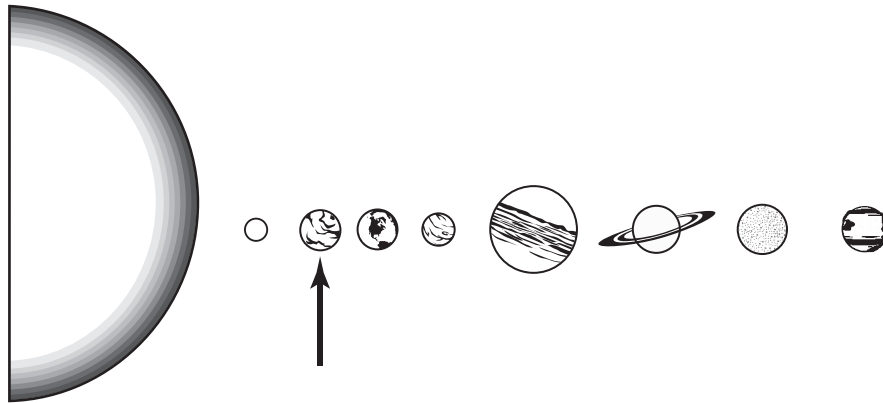
Reporting Category: LIFE SCIENCE 2: Interdependence, Biodiversity, Change

Performance Indicator: 2.0507.TE.2 Recognize the connection between a scientific advance and the development of a new tool or technology.

13 Scientists have been experimenting with ways to preserve foods due to high spoilage rates. In which way can scientists use low levels of radiation to make food safer?

- A** precook food with radiation before it is packaged
- B** use radiation to increase nutrients in food
- C** pass food through radiation to kill harmful bacteria
- D** expose food to radiation to improve taste

- 14** The solar system is shown in the diagram below.



What planet is marked with the X?

- F** Mars
- G** Venus
- H** Mercury
- J** Earth

Reporting Category: EARTH AND SPACE SCIENCE: Universe, Earth, Atmosphere

Performance Indicator: 0507.6.2 Select information from a complex data representation to draw conclusions about the planets.

15 The table below shows some facts about five planets.

Planet Facts

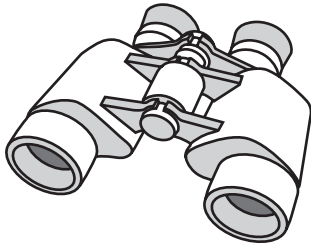
Planet	Distance from Sun (kilometers)	Rotation Time (1 planetary day)	Orbit Time (1 planetary year)
Mercury	57 million	59 days	89 days
Venus	107 million	243 days	225 days
Earth	150 million	24 hours	365 days
Mars	229 million	25 hours	687 days
Jupiter	777 million	10 hours	4,333 days

Which planet has a day length that is most similar in length to a day on Earth?

- A** Venus
- B** Mercury
- C** Mars
- D** Jupiter

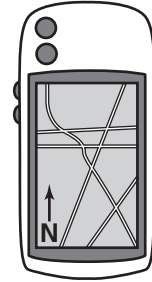
16 Which tool will most help a student identify the constellation Gemini?

F



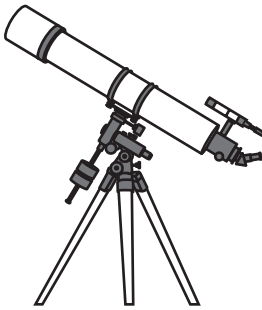
Binoculars

H



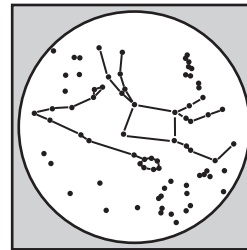
Global Positioning Receiver

G



Telescope

J



Star Chart

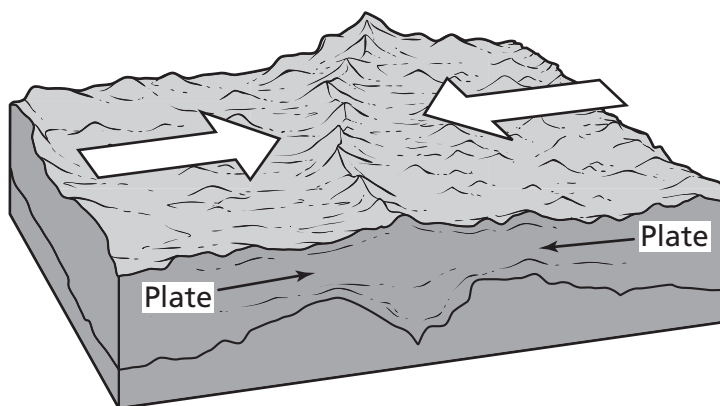
Reporting Category:

EARTH AND SPACE SCIENCE: Universe, Earth, Atmosphere

Performance Indicator:

0507.7.1 Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.

17 The drawing below shows two of Earth's plates.



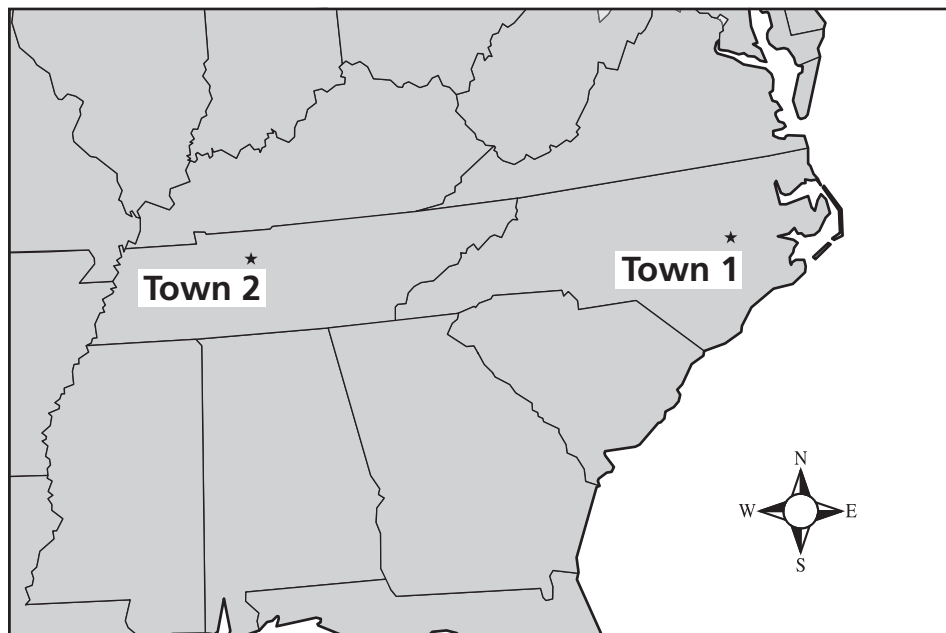
Which feature most likely formed when these two plates collided into each other?

- A** an ocean
- B** a desert
- C** a mountain
- D** a glacier

Reporting Category: EARTH AND SPACE SCIENCE: Universe, Earth, Atmosphere

Performance Indicator: 0507.8.1 Describe the effects of the oceans on weather and climate.

18 The diagram shows two towns on the east coast of the United States.



The air temperatures in Town 1 tend to be warmer in the winter and cooler in the summer than the air temperatures in Town 2. Which statement best explains the differences in climate between the two towns?

- F** Town 1 receives more rainfall than Town 2.
- G** Town 1 receives more sunlight than Town 2.
- H** Town 1 is closer to the ocean than Town 2.
- J** Town 1 is at a higher altitude than Town 2.

Go On ►

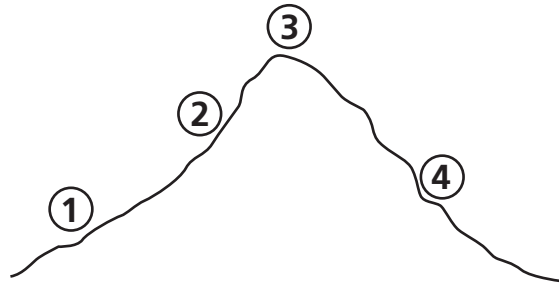
Reporting Category:

EARTH AND SPACE SCIENCE: Universe, Earth, Atmosphere

Performance Indicator:

0507.8.2 Explain how mountains affect weather and climate.

- 19** A hiker climbs up a mountain and down the other side.



Which area of the mountain will feel the coldest to the hiker?

- A** 1
- B** 2
- C** 3
- D** 4

Reporting Category:

PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator:

0507.9.1 Distinguish between physical and chemical properties.

- 20** Which describes a chemical property of a substance?

- F** able to float in water
- G** able to break easily
- H** able to melt at high temperatures
- J** able to react with oxygen

Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0507.9.2 Describe the differences among freezing, melting, and evaporation.

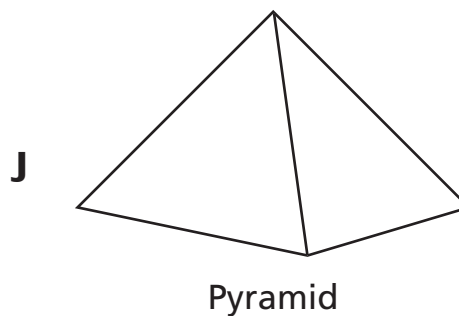
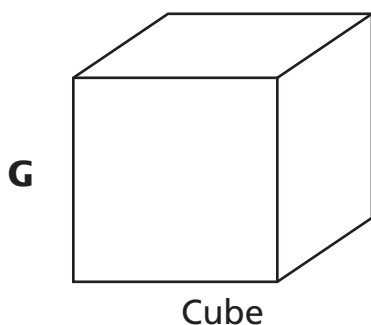
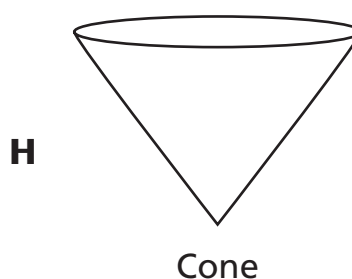
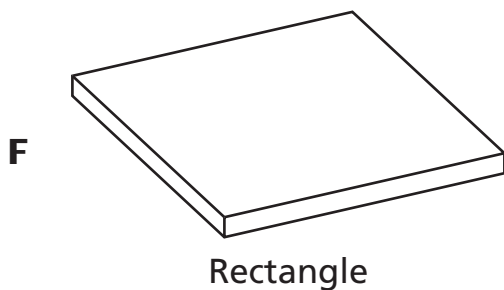
21 Which best describes how a liquid becomes a solid?

- A** Heat is added to the liquid causing it to freeze.
- B** Heat is removed from the liquid causing it to freeze.
- C** Heat is added to the liquid causing it to evaporate.
- D** Heat is removed from the liquid causing it to evaporate.

Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

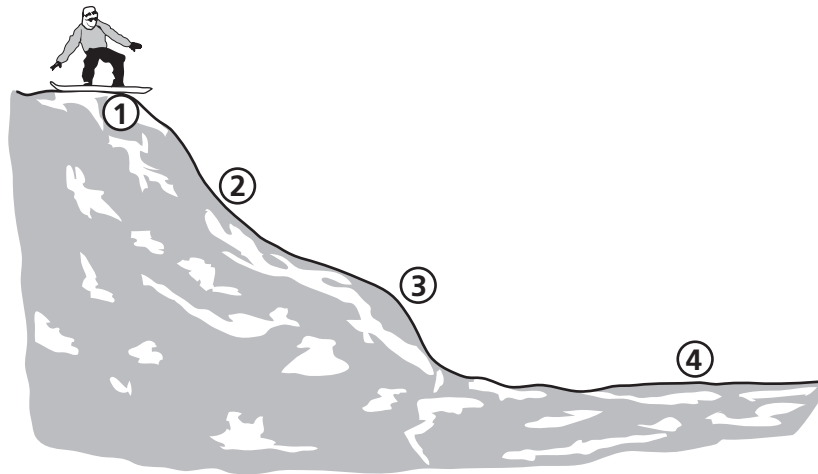
Performance Indicator: 0507.9.3 Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.

22 A student was given four different shapes made of ice. Each ice shape contained the same amount of water. Which piece of ice will melt first?



Go On ►

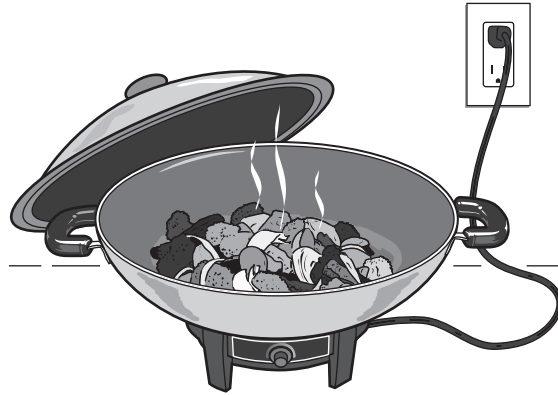
- 23** A student on a snow board is at the top of a hill.



At which point does the student have the greatest potential energy?

- A** 1
- B** 2
- C** 3
- D** 4

- 24** The picture shows some food being heated in a pan.

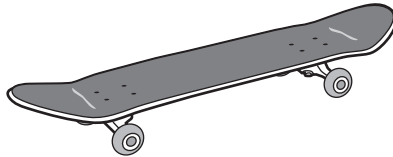


Heat is transferring from the pan to the food through which process?

- F** convection
- G** radiation
- H** conduction
- J** insulation

Performance Indicator: 0507.11.1 Explain the relationship that exist among mass, force, and distance traveled.

- 25** A student pushed a skateboard along a flat surface. The chart below shows the force of each push during four trials along the same surface area.

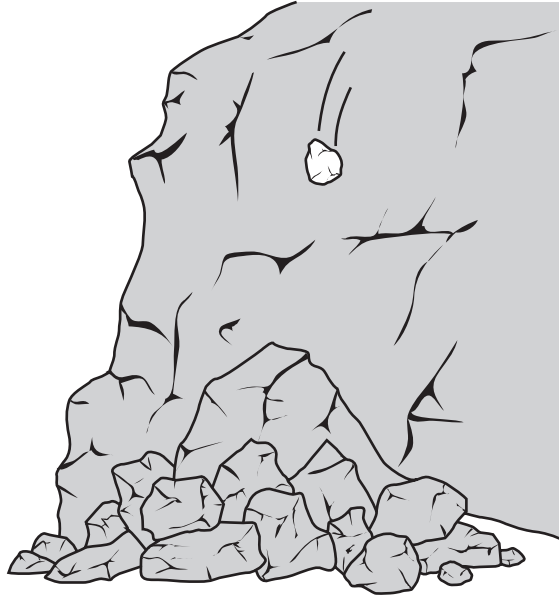
Skateboard**Skateboard Data**

Trial	Force (newtons)
1	6
2	4
3	7
4	3

During which trial did the skateboard travel the farthest?

- A** Trial 1
- B** Trial 2
- C** Trial 3
- D** Trial 4

26 The picture shows rocks falling down the side of a mountain.



What force causes the rocks to fall towards the ground?

- F** gravity
- G** friction
- H** electrical current
- J** air resistance

27

A student flipped a coin up into the air. What force makes the coin come back down towards the ground?

- A** gravity
- B** air pressure
- C** friction
- D** air currents

- 28** Students dropped four sheets of plastic from the same height at the same time. Each sheet of plastic was a different size.

**Plastic Sheet
Dropping Times**

Sheet	Time (seconds)
W	1.3
X	1.5
Y	1.1
Z	1.6

Which sheet of plastic most likely had the largest surface area?

F W

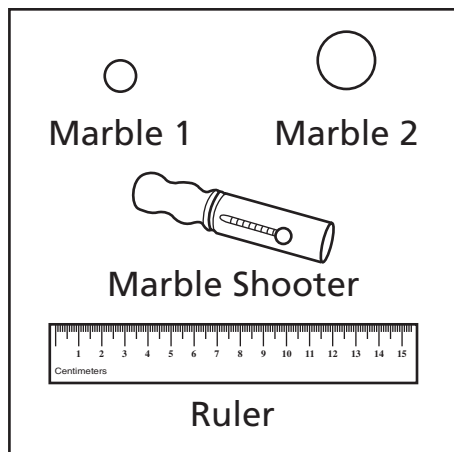
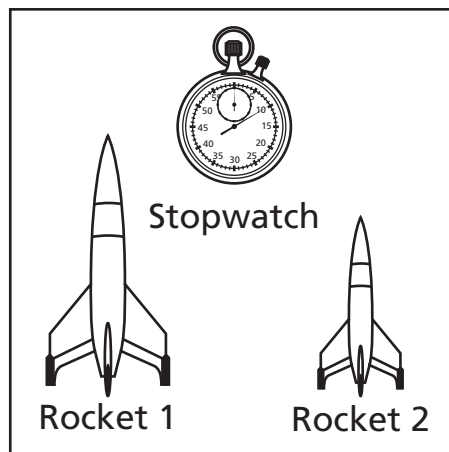
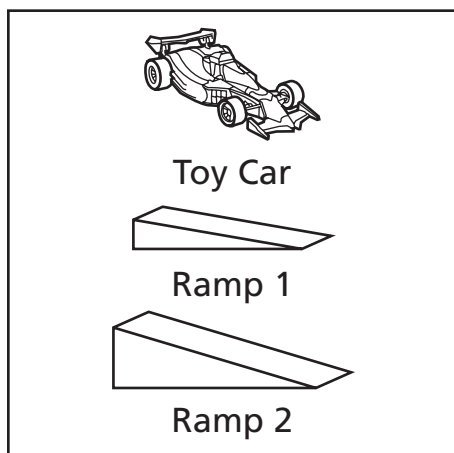
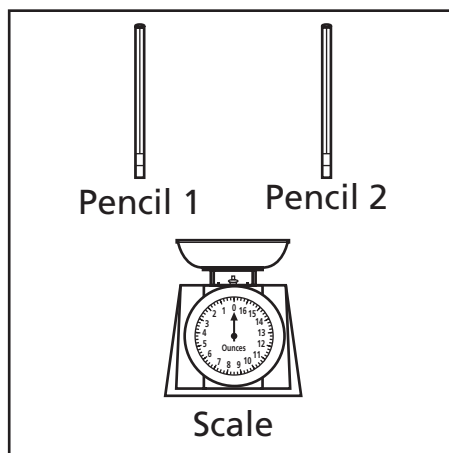
G X

H Y

J Z

29

A student wanted to know if a small object and a large object would travel different distances when pushed with the same force. Which set of supplies would best answer this question?

A**C****B****D**

Social Studies



Reporting Category: 1 Economics

Performance Indicator: 5.2.1 Differentiate between needs and wants on a personal and national level.

1 Which headline best describes a national need being met?

A

**Gas Prices Increase
Across the Country**

B

**Government Provides
Money for National Defense**

C

**Air Pollution
Increases Worldwide**

D

**Air Transportation
Considered Safest Ever**

Go On ►

Reporting Category: 1 Economics

Performance Indicator: 5.2.2 Differentiate between an economic boom and bust.

2 Study the list below.

Economic Bust

- Unemployment rates rise to high levels
- ?

Which activity best completes this list?

- F** New employees are hired.
- G** Consumers purchase fewer products.
- H** Employees are given more money.
- J** Urban populations decrease.

Reporting Category: 1 Economics

Performance Indicator: 5.2.3 Recognize the concept of buying on credit.

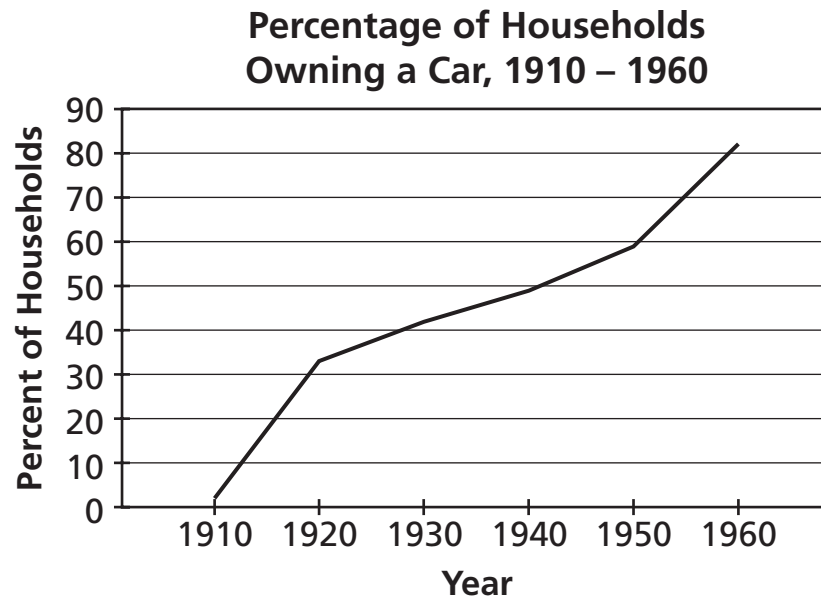
3 Which activity may require an individual to make payments over time?

- A** using a check at the grocery store
- B** paying for items with a credit card
- C** using cash to open a savings account
- D** trading a baseball glove for a basketball

Reporting Category: 1 Economics

Performance Indicator: 5.2.4 Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).

4 Study the chart below.



Which statement is supported by the data in the chart?

- F** The demand for automobiles increased after 1910.
- G** Cities banned the use of automobiles after 1920.
- H** In 1950, the greatest number of households owned automobiles.
- J** In 1960, most families used public transportation.

Go On ►

Reporting Category: 1 Economics

Performance Indicator: 5.2.5 Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).

5 Study the photo below.

Drought Affected Area in Liberal, Kansas, 1936



Courtesy of Library of Congress #LC-USF34-002504-E

What effect did the drought have in this area?

- A** Farmers lost their crops and were forced to move.
- B** Home and property prices increased dramatically.
- C** More people immigrated to the Great Plains.
- D** Agricultural prices decreased in the eastern United States.

Reporting Category: 1 Economics

Performance Indicator: 5.2.6 Recognize how Americans used credit/ installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances).

6 In the 1920s, how did the ability to use installment plans to purchase vacuum cleaners affect American families?

- F** Vacuum cleaners became easier to obtain for many households.
- G** Installment plans lowered the total cost of vacuum cleaners.
- H** Vacuum cleaners became less popular in many households.
- J** Installment plans increased the usefulness of vacuum cleaners.

Go On ►

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.1.3 Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).

7 Which calendar correctly marks Thanksgiving Day?

A

May 2013						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

C

October 2013						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

B

July 2013						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

D

November 2013						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.4.1 Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.

8 Study the list below.

 ?

- Approves local laws
- Organizes the police force
- Creates local budgets

Which title best completes the list?

- F** Duties of the President
- G** Activities of the City Council
- H** Responsibilities of the Senate
- J** Powers of the Governor

Go On ►

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.4.2 Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).

- 9** Claire does not agree with a law the president has just signed. She discusses her opinions at a town meeting.

Which First Amendment right is Claire exercising?

- A** freedom of speech
- B** freedom to practice a religion
- C** freedom of the press
- D** freedom to petition the government

10 Study the excerpt below.

Section 1.

Neither slavery nor involuntary servitude . . . shall exist within the United States, or any place subject to their [control].

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Which amendment is being described by the excerpt?

F 2nd

G 5th

H 13th

J 20th

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.4.4 Recognize the differences between the Tennessee State Constitution and the United States Constitution.

11 Study the chart below.

United States Senate	Tennessee State Senate
<ul style="list-style-type: none">• Each state has 2 Senators• Senators serve 6 year terms	<ul style="list-style-type: none">• _____ ?• Senators serve 4 year terms

Which phrase completes the chart?

- A** Judges are appointed by the Senate
- B** Senators are appointed by the president
- C** Judges are elected through a public election
- D** Senate seats are assigned by population

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.4.5 Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

12 Study the chart below.

Important American Documents

Name of Document	Purpose of Document
Declaration of Independence	Declared the colonies independent from England
Bill of Rights	_____?

Which phrase best completes the chart?

- F** Protected citizens' basic freedoms
- G** Outlined the country's government
- H** Explained how a territory becomes a state
- J** Established a system for electing officials

Reporting Category: 2 Governance and Civics

Performance Indicator: 5.6.3 Recognize situations requiring conflict resolution.

13 Which situation would most likely require conflict resolution?

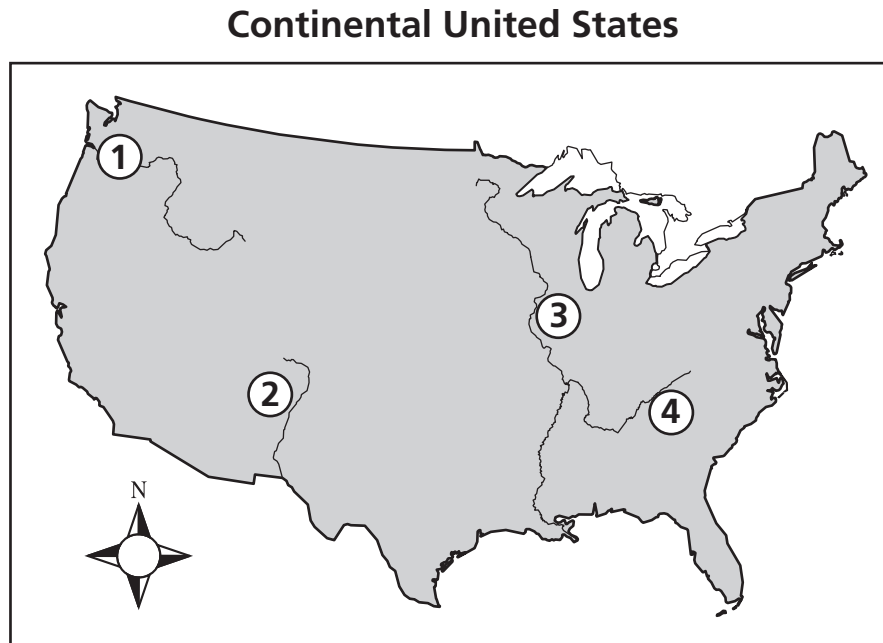
- A** The school librarian is ordering books for the book fair.
- B** Two students are sharing ideas for a class project.
- C** The basketball coach is starting practice after school.
- D** Two students want to use the same telescope.

Go On ►

Reporting Category: 3 Geography

Performance Indicator: 5.3.1 Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).

14 Study the map below.



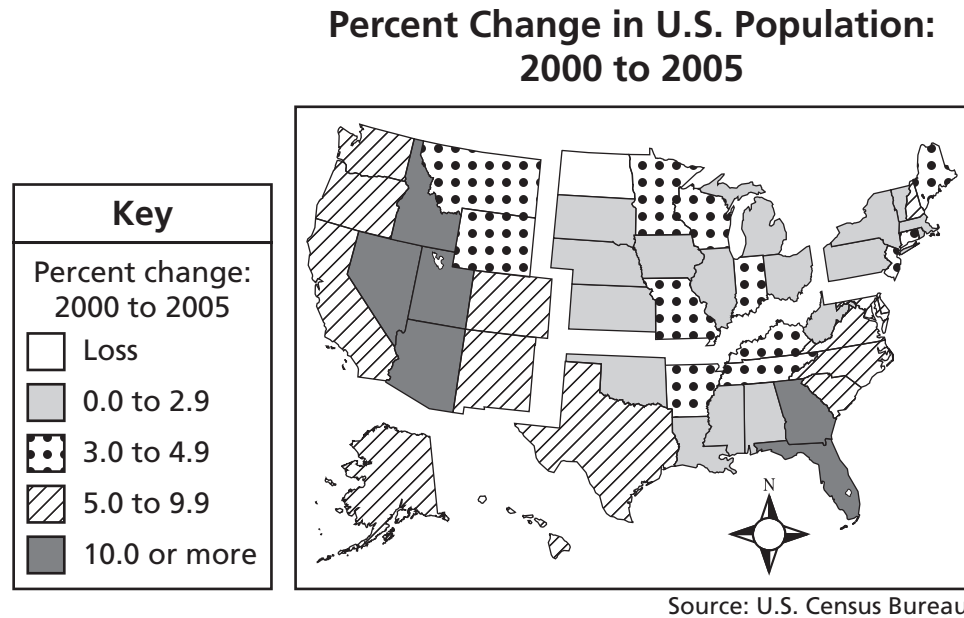
Which number on the map shows the location of the Columbia River?

- F** 1
- G** 2
- H** 3
- J** 4

Reporting Category: 3 Geography

Performance Indicator: 5.3.2 Determine America's population shifts by interpreting a population map.

15 Study the map below.



Based on the map, which region experienced the greatest change in population?

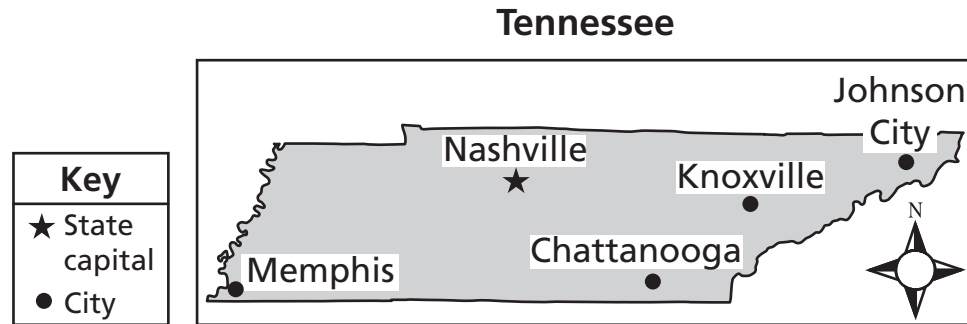
- A** New England
- B** Great Plains
- C** the Northeast
- D** the West

Go On ►

Reporting Category: 3 Geography

Performance Indicator: 5.3.3 Locate information from an atlas entry.

16 Study the map below.



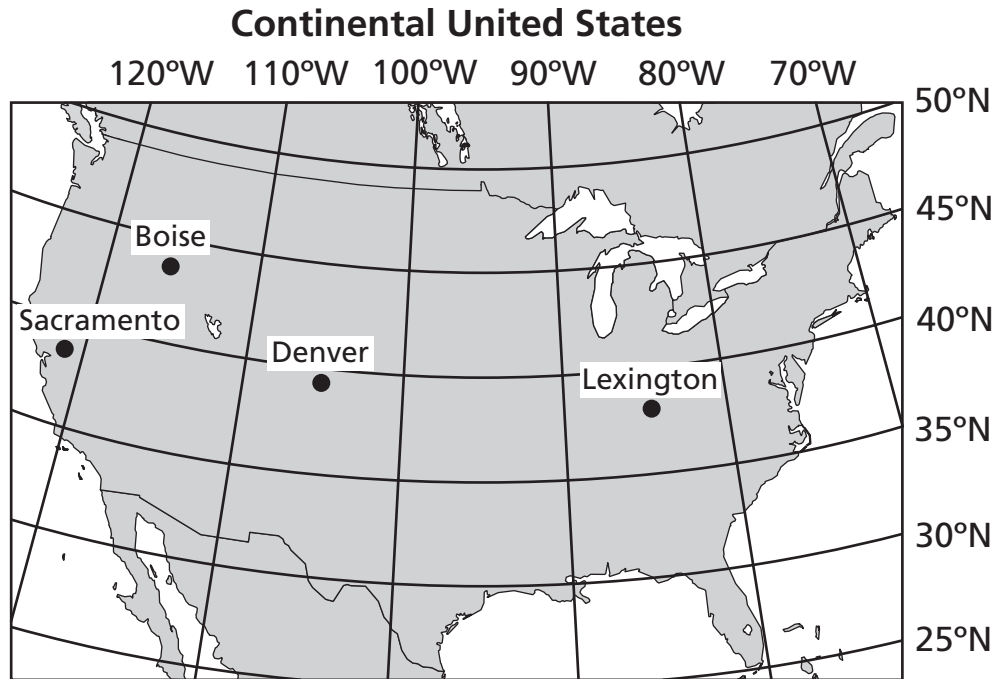
Which city is located southeast of the state capital on the map?

- F** Memphis
- G** Chattanooga
- H** Knoxville
- J** Johnson City

Reporting Category: 3 Geography

Performance Indicator: 5.3.4 Locate a major United States city using latitude and longitude.

17 Study the map below.



Which city is located closest to 40°N and 106°W on the map?

- A** Sacramento
- B** Boise
- C** Denver
- D** Lexington

Go On ►

Reporting Category: 3 Geography

Performance Indicator: 5.3.5 Identify the physical and political boundaries of Tennessee.

18 If a person leaves central Tennessee and travels north, which state will that person enter first?

F Kentucky

G Illinois

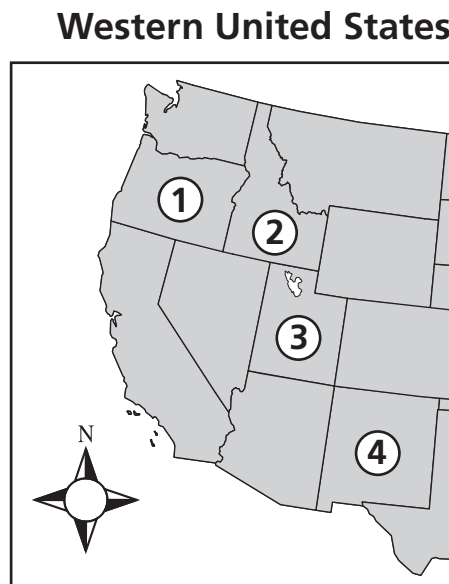
H Mississippi

J Pennsylvania

Reporting Category: 3 Geography

Performance Indicator: 5.3.6 Locate the 50 states using a map with each state outlined.

19 Study the map below.



On the map, which numbered state is Idaho?

- A** 1
- B** 2
- C** 3
- D** 4

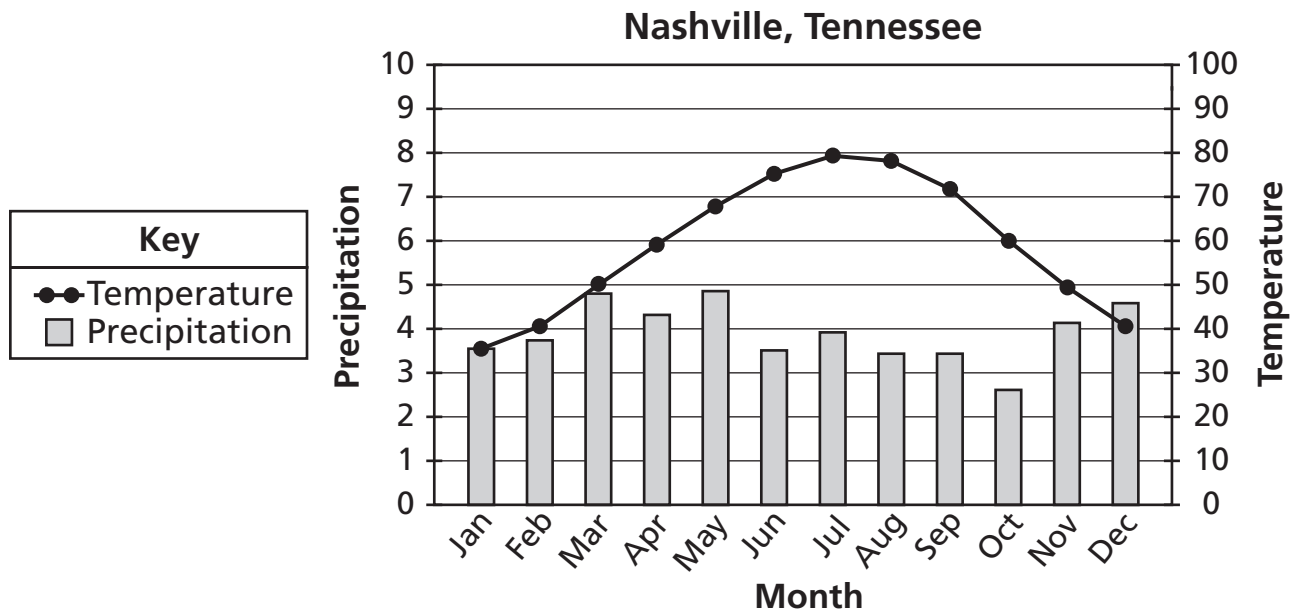
Go On ►

Reporting Category: 3 Geography

Performance Indicator: 5.3.7 Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.

20 Which landform is correctly matched with the section of the grand division of Tennessee where it can be found?

- F** Highland Rim — Middle Tennessee
- G** Cumberland Plateau — West Tennessee
- H** Unaka Mountains — Middle Tennessee
- J** Valley and Ridge — West Tennessee

21 Study the climograph below.

According to the climograph, during which month does Nashville receive the least precipitation?

- A** January
- B** May
- C** June
- D** October

22

Study the headline below.

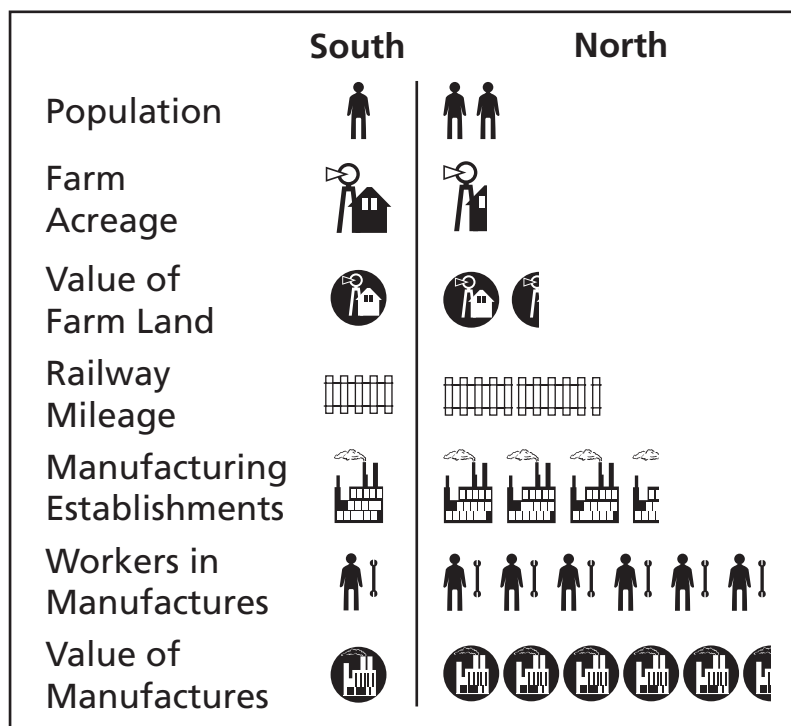
**Telegraph sent
October 6, 1883**

**Ship Arrived in California Yesterday
with News of Gold in Alaska****The headline shows how news traveled quickly as a result of**

- F** the government providing mail services.
- G** televisions being invented.
- H** the growth of the transportation industry.
- J** improvements in telecommunication.

23 Study the chart below.

Nation's Resources, 1860



Source: Melvin Schwartz and John R. O'Connor,
Exploring American History,
 Globe Book Co. (adapted)

Based on the chart, which statement about resources in 1860 is correct?

- A** The South had a larger population.
- B** The North had an expanded transportation system.
- C** The Southern economy mostly relied on manufacturing.
- D** The Northern economy was based solely on farming.

Go On ►

24 Study the picture below.

Clara Barton



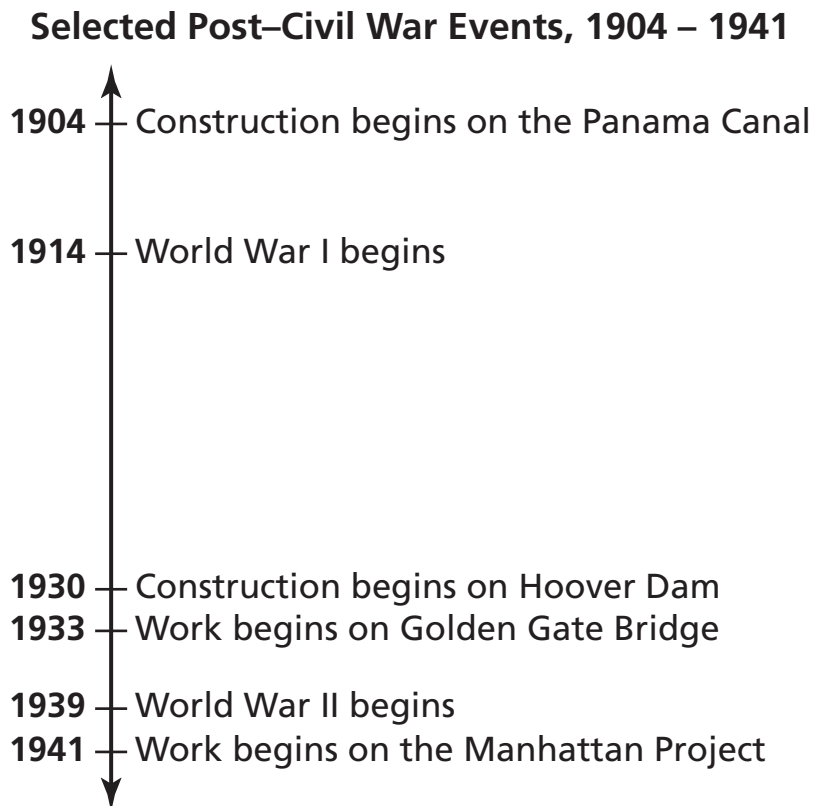
During the Civil War, the woman in the picture was best known for

- F** providing medical care to soldiers.
- G** educating children in the South.
- H** organizing local food drives.
- J** serving as a spy for the Union army.

Reporting Category: 4 US History Time Period 2: Eras 4, 5, 6

Performance Indicator: UH1.5.5.3 Interpret timelines that depict major historical post-Civil War events.

25 Study the timeline below.



Based on the timeline, when did construction of the Hoover Dam begin?

- A** before the start of World War I
- B** after the start of World War II
- C** before the start of work on the Golden Gate Bridge
- D** after the start of work on the Manhattan Project

Go On ►

26 Study the list below.**Difficulties of Farming on the Great Plains in the Late 1800s**

- Scarcity of water
- Breaking up hard soil
- ?

Which geographic feature best completes the list?

- F** Severe weather
- G** Dense forests
- H** Steep mountain ranges
- J** Industrial pollution

27 Study the passage below.

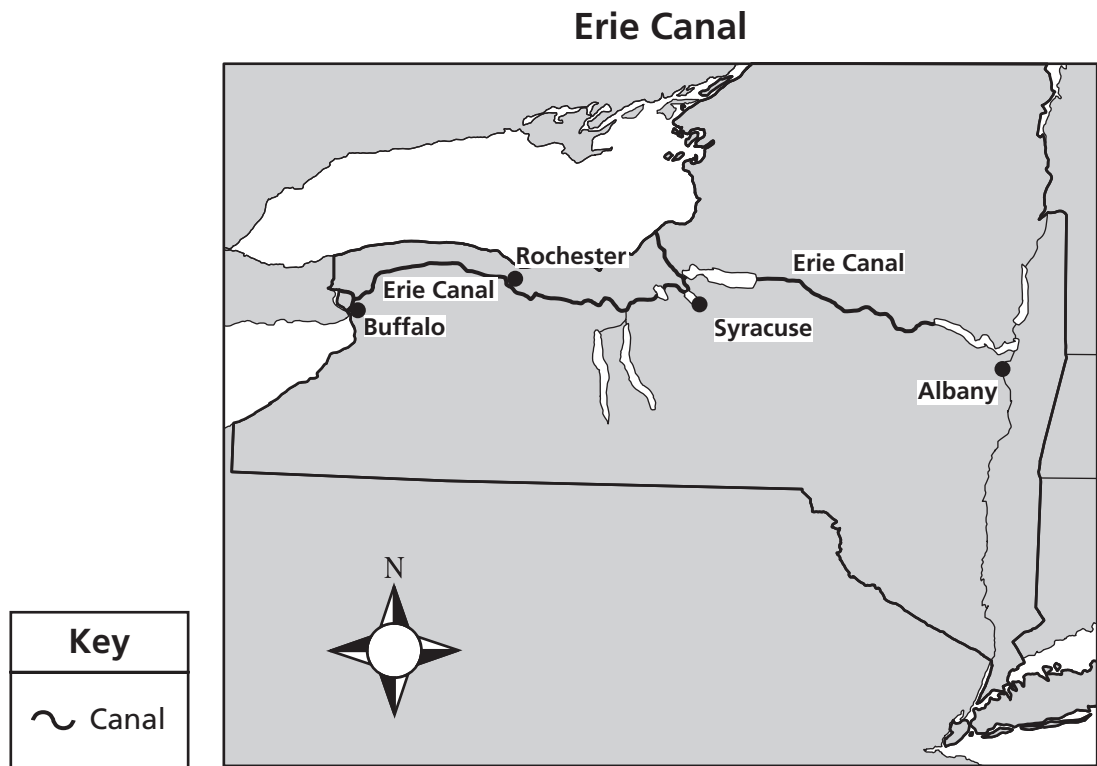
A number of little girls refused the candy which was offered them . . . saying simply that they “worked in a candy factory and could not bear the sight of it.” We discovered that for six weeks they had worked from seven in the morning until nine at night, and they were exhausted . . .

— Jane Addams, 1912

Based on the passage, which change would Jane Addams most likely have supported?

- A** limiting the number of new immigrants
- B** ending the use of child labor
- C** establishing a national minimum wage
- D** using assembly-line production methods

28 Study the map below.



Based on the map, which city along the Erie Canal is farthest east?

- F** Buffalo
- G** Rochester
- H** Syracuse
- J** Albany

Reporting Category:	5 US History Time Periods 3: Eras 7, 8, 9, 10
Performance Indicator:	UH2.5.1.1 Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).

29 Study the headline below.



What is the reason for the event described in the headline?

- A** recognition of workers' rights
- B** expansion of civil rights
- C** recognition of military veterans
- D** celebration of national independence

Go On ►

Reporting Category: 5 US History Time Periods 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.1.2 Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).

30 Study the buildings below.

**Flatiron Building,
New York City,
Built in 1901**



© SeanPavonePhoto/Stockphoto #15896974

**Emily Morgan Hotel,
San Antonio,
Built in 1924**

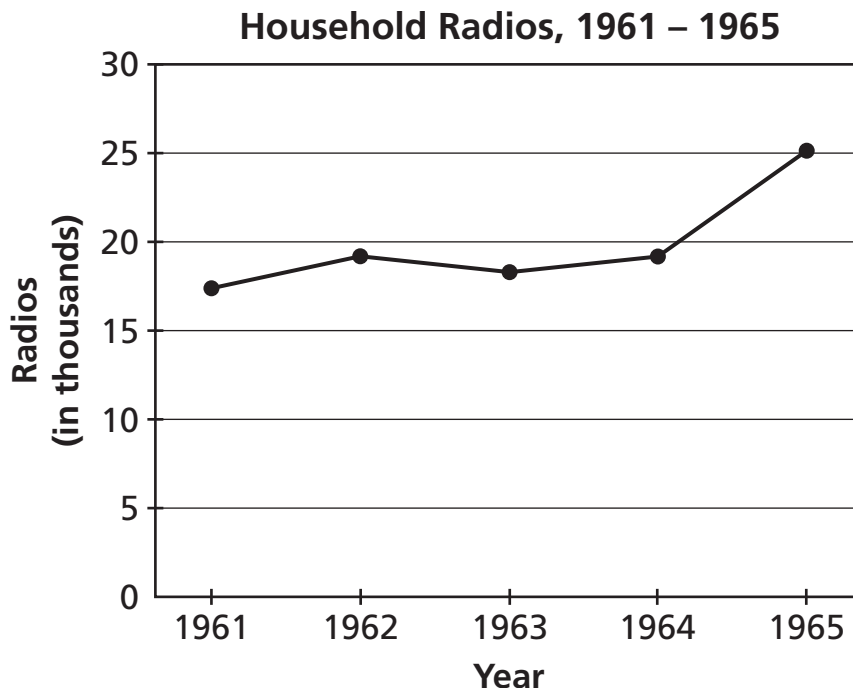


© Neonriver/Dreamstime #2130845

Which factor influenced the design of these types of buildings?

- F** higher demand for natural resources in urban areas
- G** increased use of steel in construction
- H** growth of immigrant populations in cities
- J** increased demand for government services

31 Study the graph below.



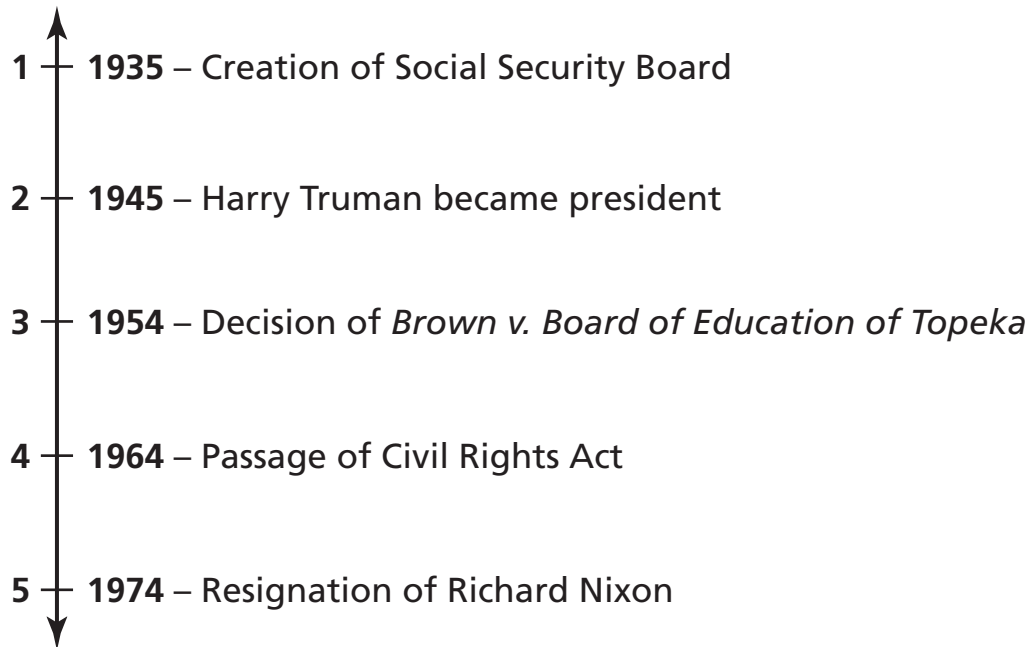
Which statement best explains the trend seen on this graph?

- A** The number of households with radios increased.
- B** The number of households interested in radio programs declined.
- C** Radios were the most popular form of entertainment for families.
- D** The number of households with more than one radio decreased.

Go On ►

Reporting Category:	5 US History Time Periods 3: Eras 7, 8, 9, 10
Performance Indicator:	UH2.5.5.3 Interpret timelines that depict major historical post-Civil War events.

32 Study the entries below.



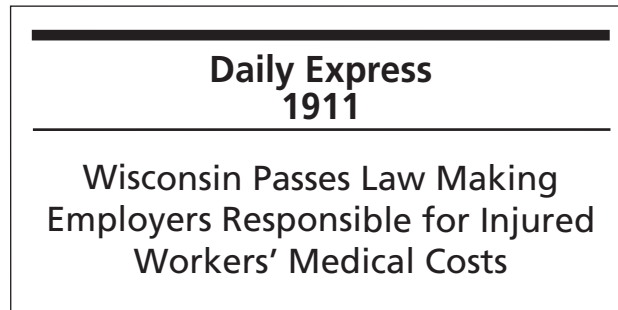
Which two entries are most closely related to African Americans gaining freedoms?

- F** 1 and 2
- G** 3 and 4
- H** 3 and 5
- J** 4 and 5

Reporting Category: 5 US History Time Periods 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.4 Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).

33 Study the headline below.

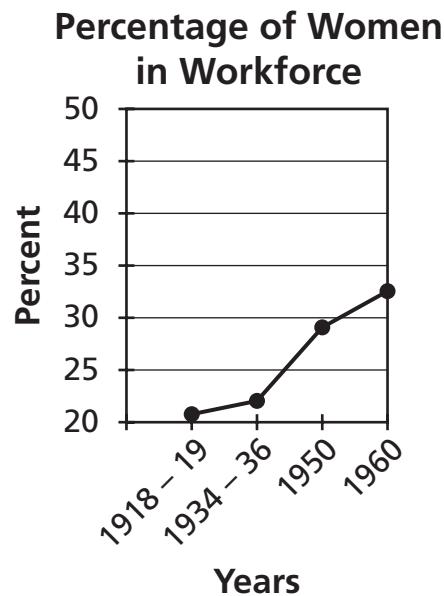


Source: The Iowa Orthopaedic Journal

Which issue does the headline best address?

- A** increase of workers' wages
- B** payment for labor union leaders
- C** guarantee of health benefits
- D** demand for skilled workers

Go On ►

34 Study the graph below.

WWII: 1941 – 1945

Source: U.S. Census Bureau

Based on the graph, which change occurred after World War II?

- F** Women played a larger role in the labor force.
- G** Few women were able to attend universities.
- H** Women earned higher wages than men.
- J** Women were unable to own businesses.

35 Study the passage below.

Whereas the laws of the United States have been . . . opposed . . . in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas . . .

Now therefore, I, Abraham Lincoln, President of the United States, [by] the power [granted to me] by the Constitution, and the laws, have thought fit to call forth . . . the [citizen soldiers] of several States of the Union . . . to cause the laws to be [carried out].

— President Abraham Lincoln, 1861

Based on the passage, what action was taken in 1861?

- A** President Lincoln asked citizens to vote in the next general election.
- B** President Lincoln planned to use force to prevent states from leaving the Union.
- C** President Lincoln attempted to decrease the number of military volunteers.
- D** President Lincoln asked representatives to write an amendment to the Constitution.

Reporting Category: 5 US History Time Periods 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.8 Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).

36 Which Supreme Court decision led to the desegregation of American schools?

- F** *Plessy v. Ferguson*
- G** *Brown v. Board of Education*
- H** *Miranda v. Arizona*
- J** *Tinker v. Des Moines*

Reporting Category: 5 US History Time Periods 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.6.1 Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Addams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).

37 Study the list below.

Governor Austin Peay's Contributions

- Reorganized state government
- ?

Which action best completes the list?

- A** Started a free housing program
- B** Planned suffrage meetings
- C** Established powerful labor unions
- D** Supported public education

Reporting Category: 5 US History Time Periods 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.6.2 Use tools of social science inquiry such as surveys, statistics, maps, and documents.

38 Study the document below.

Homestead Certificate Granting 160 Acres of Land in Nebraska, 1868

asc

HOMESTEAD.

Land Office at *Brownville Neb*
January 20th 1868.

CERTIFICATE, }
No. 1 }

APPLICATION,
} *No. 1*

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1862, entitled "An act to secure homesteads to actual settlers on the public domain,"

Daniel Korman has
made payment in full for *Section 26* of *Range 5* of *Township 4* of *Nebraska* of *160* acres.

Section *26* in Township *4* of Range *5* E containing *160* acres.

Now, therefore, be it known, That on presentation of this Certificate to the COMMISSIONER OF THE GENERAL LAND OFFICE, the said *Daniel Korman* shall be entitled to a Patent for the Tract of Land above described.

Henry M. Ottinson Register.

Courtesy of NARA (AFC #1656508)

The document could be used by a historian studying the post-Civil War period to help explain how

- F** southern states recruited militia men.
- G** agriculture was developed in the Northeast.
- H** western lands were settled.
- J** the government acquired territory in the Southeast.

STOP 

Reading and Language Arts Answer Key

1	B
2	H
3	D
4	F
5	A
6	J
7	D
8	H
9	B
10	H
11	D
12	F
13	D
14	J
15	C
16	J

17	C
18	J
19	C
20	H
21	A
22	J
23	B
24	F
25	B
26	J
27	C
28	H
29	D
30	G
31	D
32	H

33	C
34	J
35	A
36	J
37	A
38	F
39	C
40	H
41	D
42	F
43	C
44	G
45	A
46	H
47	A
48	F

49	A
50	H
51	C
52	J
53	A
54	G
55	D
56	H
57	C
58	G
59	C
60	F
61	A
62	F
63	C

Mathematics

Answer Key

1	A
2	F
3	C
4	G
5	C
6	J

7	C
8	J
9	C
10	G
11	C
12	H

13	B
14	J
15	A
16	G
17	A
18	G

19	C
20	F
21	D

Science Answer Key

1	A
2	F
3	A
4	G
5	D
6	J
7	A
8	G

9	C
10	H
11	C
12	G
13	C
14	G
15	C
16	J

17	C
18	H
19	C
20	J
21	B
22	F
23	A
24	H

25	C
26	F
27	A
28	J
29	A

Social Studies Answer Key

1	B
2	G
3	B
4	F
5	A
6	F
7	D
8	G
9	A
10	H

11	D
12	F
13	D
14	F
15	D
16	G
17	C
18	F
19	B
20	F

21	D
22	J
23	B
24	F
25	C
26	F
27	B
28	J
29	D
30	G

31	A
32	G
33	C
34	F
35	B
36	G
37	D
38	H



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